COURSE INFORMATION

COURSE TITLE & SECTION NUMBERS

HIST 222/AAST 222
IMMIGRATION & ETHNICITY IN AMERICA
Sections 0101, 0102, 0103, and 0104    Spring 2014

MEETING LOCATION & TIMES
MW 11-11:50am  PLS 1140

INSTRUCTOR AND CONTACT INFORMATION
Lisa R. Mar, Associate Professor
Department of History & Asian American Studies Program
Prof. Mar’s Office: Francis Scott Key Hall 2123
Prof. Mar’s E-mail: lmar@umd.edu
Prof. Mar’s Phone: 301-405-0542
Office Hours: Tuesday 2-4pm, Key Hall, Room 2123.

TEACHING ASSISTANT
Teaching Assistant: Mr. Lucien Holness
Mr. Holness’s E-mail: lholness@umd.edu

OUR COURSE MISSION
Some of the most challenging policy questions today involve immigration and the future trajectory of the “New America” that immigrants are creating. Though historical perspectives, we will explore how the questions asked today about immigration are both old and new. How and why do immigrants repeatedly “remake” the United States society? We will delve into historical controversies about “Who and what is an American?” to trace the peoples, policies, and laws that helped shape American society and examine their roles in debates about what kind of nation of immigrants the United States should be.

COURSE ELMS SITE
www.elms.umd.edu - Check ELMS often for announcements, handouts, on-line discussion, links, and tips.

REQUIRED TEXTBOOKS


Either paper or e-book editions are fine as long as you can bring your textbooks to discussion sections. Textbooks are available at the University Book Center. Textbooks can also be purchased on-line either as used or new books.

**REQUIRED TECHNOLOGY**
All students should have access to a computer and the internet because all assignments must be typed and submitted in digital form. Students are required to check email daily, and should check ELMS regularly. All class assignments will be submitted on ELMS, and course handouts will be available only in electronic form on ELMS.

**PREREQUISITES**
None.

**METHOD OF COMMUNICATION WITH STUDENTS OUTSIDE THE CLASSROOM**
UMD Email and ELMS. Check email daily and ELMS regularly.

**EMERGENCY PROTOCOL**
If there is an emergency such as a weather emergency that closes the UMD campus, please check your email and ELMS for instructions. If you have a personal emergency that affects your course attendance, please contact the instructor or your TA.

**COURSE DESCRIPTION, GOALS, AND EXPECTATIONS**

**GENERAL DESCRIPTION OF THE COURSE**
Our course will explore US immigration history through a series of foundational moments. Each moment focuses on a social or political controversy about immigration. These contests over defining America influenced its society and laws. Though many cultures met and blended, the process of immigration was often fraught with controversies and anxieties. For example, some Americans classed particular groups of newcomers as either on “undesirable” and “desirable” immigrants on the basis of racial, ethnic, religious, or class origin. The evidence presented in course will argue that a long history of uneven reception led to popular practices that frequently sorted immigrants into two categories: future “citizens” and foreign “aliens”.

Part I of the course examines founding events before 1882 that helped frame enduring understandings of immigration and ethnicity in the United States. Part II of the course traces the long modern era of immigration (1882-present) during which diverse immigrants came in great numbers while the U.S. pioneered policies to control immigration that set new precedents for world history. Particularly, Part II focuses on two waves of modern immigration that affect Maryland, the “old immigration” of the late 19th and early 20th century, and the diverse “new immigration” from 1965 to the present that has greatly altered the population of our region.
Students should expect to research, read, write, and debate. We will focus on investigative skills, interpretation, and analysis, both in discussion and in writing. Course requirements include weekly class discussions, two papers, two essay exams, and weekly pass-fail comments on the readings posted on ELMS.

Grades in progress for this course will be available on ELMS. Course grades are calculated by a point system according to rubrics and guidelines students will receive before each assignment is due. Course grading is not curved.

**STATEMENT OF COURSE GOALS & LEARNING OUTCOMES**

- The course introduces the fields of history and immigration studies as “ways of knowing” about human experience, through group project interview research, reading of primary sources (direct evidence from the past) and also secondary sources (scholars’ interpretations).
- Readings and lectures will familiarize students with some conceptual lenses from history and social sciences with which to interpret and debate immigrant experience, as well as immigration and citizenship policies.
- We also develop interpretation skills by analyzing testimonies about immigration. The group project, class discussions, the paper, and essay exams measure content mastery and students’ capacity to construct compelling interpretative arguments. Class discussions often may focus on in depth exploration of a specific piece evidence—such as a testimony, an artifact, an image, or a film—and interdisciplinary approaches to unpack its historical meanings.
- Students will also master content that explores immigration within a multiethnic context of Native American, Latino American, European American, African American, and Asian American experiences. We will trace cross-cultural and cross-ethnic encounters in the larger US society.
- We will also learn to apply many analytic “lenses” that interpret diversity as a product of many intersecting factors: social, economic, ideological, generational, religious, gender, sexual, and regional. By the end of the semester, students will develop a capacity for more sophisticated analysis of the multiple and interacting facets of immigration and ethnicity that contribute to historical events.

**COURSE SCHEDULE**

*Readings are due by the first day of lecture class in the week that they are listed, so they can be discussed in discussion sections.*

Abbreviations: MP = *Major Problems* ELMS= www.elms.umd.edu, RP = Research Port on the UMD Library Web Site

*Study questions* to help with preparing for class discussion will be posted on ELMS each week. Students also will be required to complete comment papers on the reading each week.

1. **INTRODUCTION**

**Week One Immigration’s Many Re-Makings of America**
January 27 and 29  **ROOTS PAPER DUE FEBRUARY 2 BY 3PM ON ELMS**


Catherine Tagudin, "My Experience with Immigration/Assimilation in America," *Becoming American*, 192-197.


The readings listed for this week will discussed in sections in Week Two.

Two Page Roots Essay, double-spaced due for electronic submission on ELMS by 3pm Sunday February 2, 2014. Also post your Roots Essay in the Root Essays discussion thread so classmates can read it. Question for Roots Essay:

Think about the influences of immigration in your own or your family’s life. How have they affected you? Why do your experiences matter to our understanding of US society? What might we learn from them about immigrants’ changing relations to American society? If relevant, please discuss influences of ethnicity on your own life.¹

**Week Two  Investigating Immigration and Ethnicity Through Life-Histories & Policies**

February 3 and 5

*Assigned Readings:*

Read “Roots” Papers from the Entire Class on ELMS

In *Becoming American*, Sample Selections from Part I, Part II, and Part III

The above readings listed for week two will be discussed in week two.

Identify interesting themes and problems within these two sets of life history narratives. What can we learn about immigration and ethnicity from life histories? What are their strengths and limitations as sources of information?

Compare college students’ historical experiences in *Becoming American* (written between 1977 and 1994) with UMD students’ experiences today. How are they similar or different? What might explain similarities and differences that you find?

Consider Foner’s social construction of race argument. How does she compare understandings of various immigrant groups in the present and past? Explore social constructions of race and ethnicity in relation to your two data sets, our class’ “Roots” papers on ELMS and the accounts in “Becoming American”

Consider Gans’ discussion about how scholars study ethnic identities as social constructions. What social constructions of identity do you see in our two sets of life histories? When do individuals choose their social identities and how does society influence or limit the identity choices that an individual can make?

**PART I. FOUNDATIONAL EVENTS**

**Week Three  Looking at Historical Roots of Immigration and Ethnicity: Colonial Conquests and the Making of Early America in Native America, New Spain, New France, & New England**

Feb. 10, Feb. 12  
*Major Problems*, Chapter 2:  
- Introduction, MP, 36-37  
- “European Claims to America, Circa 1650,” MP  
- Black Hawk, “Autobiography,” 1833, excerpt, ELMS.  
- “Marie of the Incarnation Finds Clarity in Canada, 1652,” MP  
- Tracy Neal Lavalle, “Religion and Contested Spaces in Colonial America,” MP  
- “Elizabeth Sprigs, a Servant, Writes to Her Father in London, 1756,” MP  
- “Job Recalls Being Taken to Slavery in America, 1731,” MP  
- Alison Games, “Adaptation and Survival in the New World,” MP

**Week Four  Looking At Historical Roots of Immigration and Ethnicity: Controlling Migration and Belonging in the Young United States**

February 17, February 19

Readings:  
- “The Open Borders Myth”: Immigration and Citizenship Policies’ Origins  
- *Major Problems*, Chapter 3:  
  - Chapter 3, Introduction, 76  
  - “Citizenship in the Articles of Confederation, 1781” MP  
  - “Citizenship and Migration in the United States Constitution, 1787” MP  
  - “Naturalization Act of 1790” MP  
  - “An Act Concerning Aliens, 1798” MP  
  - “New York’s Poor Law, 1788” MP  
  - “Moore v. People Upholds Fugitive Slavery Acts, 1852,” MP  
  - Gerald L. Neuman, “The Open Borders Myth,” MP.

- “Strangers in the Land” in Mid-19th Century America: Irish, Germans, and Catholics
Major Problems, Chapter 4:
Chapter 4, Introduction, 103-104
“Irish Describe Effects of the Potato Famine, 1846-1847” MP
“Irish Immigration and Work Depicted in Song, 1850s” MP
“Emigrants Runners Work NY Harbor, 1855” MP
“Samuel F.B. Morse Enumerates the Dangers of the Roman Catholic Immigrant, 1835” MP
“Portrayals of Immigrants in Political Cartoons, 1850s” MP
Kevin Kenny, “The Global Irish,” MP

Week Five  Looking At Historical Roots of Immigration and Ethnicity: Drawing Color Lines for “Citizens” and an “Aliens” in the Multiethnic West
February 24, February 26 ** SHORT PAPER DUE ON ELMS FEBRUARY 28, 11:59PM **

“Conquering the West”: “Aliens and Citizens in the Southwest Borderlands”
Major Problems, Chapter 5:
Introduction, 148-149
“Stephen Austin Calls For Texas Independence, 1836,” MP
“John O’Sullivan Declares ‘Boundless Future’ Is America’s ‘Manifest Destiny’,” MP
“U.S. Territorial Expansion to 1850,” MP
“Treaty of Guadalupe Hildalgo Sets Rights of Mexicans in Ceded Territory, 1848,” MP
“The Ballad of Gregorio Cortez, 1901,” MP
James F. Brooks, “Negotiating Captivity in the New Mexico Borderlands,” MP
David Montejano, “Anglos Establish Control in Texas,” MP

“Conquering the West”: “Resettling the West to Make It ‘White’”
Jean Pfaelzer, Driven Out: The Forgotten War Against Chinese Americans (New York, Random House, 2007) 3-46. ELMS.

PART II IMMIGRATION HISTORY AND THE MAKING OF MODERN AMERICA

Week Six National Citizenship and Federal Regulation of Immigration
March 3, March 5
Major Problems, Chapter 6:
Introduction, 180-181
“U.S. Constitution, Amendment 14, Sec. 1” MP
“Naturalization Act of 1870, Sec. 7” MP
“Supreme Court Recognizes Congress’s Plenary Power Over Immigration, 1889” MP
“U.S. v. Wong Kim Ark Rules Birthright Citizenship Applies to All Born in the United States, 1898,” MP
“Immigration Act of 1917 Lists Excludable Classes,” MP
“Chinese Poetry from Angel Island, 1910s” MP
“Immigration Station at Ellis Island, New York, c. 1904,” MP
“Immigration Station at Angel Island, San Francisco, 1915,” MP
Astride R. Zolberg, “The Great Wall Against China” MP
Linda Bosniak, “Divided Citizennships,” MP.
Explore the investigations of Chinese suspected of being illegal immigrants in the “Yee Wee Thing” and “Yee Bing Kuai” files at http://www.paperson.com/history.htm

Also examine immigrant and citizenship screening processes at the United States Immigration and Citizenship Immigration Services website at http://goo.gl/K1hrw for prospective immigrants and http://goo.gl/n6VUp for naturalization applicants. How do present policies and procedures compare with the past?

**Week Seven The Industrial Age and the Remaking of Urban America Through Immigration**

March 10, March 12
*Majors Problems*, Chapter 7:
Introduction, 211-212
“Mary Antin Describes Life in Polozk and Boston, 1890” MP
“Jacob Riss Describes the Impoverished Tenements of New York City, 1890” MP
“George Washington Plunkitt Justifies the Urban Political Machine, 1905” MP
“Chinatown, U.S.A. 1874-1929” MP
“John Martin, An American Worker, Does Not Understand Foreigners in the 1919 Steel Strike” MP
“Jane Addams on Settlement as a Factor in the Labor Movement, 1895” MP
James R. Barrett, “Work and Community in the Jungle” MP
Mary Ting Yi Lui, “Chinatown: A Contested Urban Space” MP
Your choice of one of the three below life histories:
"Rosa Cassettari: From Northern Italy to Chicago, 1884-1926," *Immigrant Voices*, 110-145
"Rose Gollop: From Russia to the Lower East Side in the 1890s," *Immigrant Voices*, 146-172
March 17-21 **SPRING BREAK – NO CLASS**

**Week Eight  Acquiring Citizens and Aliens Through Overseas Conquest: Migrations from America’s Caribbean and Pacific Empire** **MIDTERM EXAM IN CLASS ON MARCH 26**

March 24, March 26

*Major Problems, Chapter 8*

“Senator Albert J. Beveridge Supports an American Empire, 1898” MP

“Joseph Henry Crooker Says America Should Not Have Colonies, 1900” MP

“*Downes v. Bidwell* Rules Puerto Rico Belongs To But Not Part of the United States, 1901” MP

“Louis Delaplaine, a Consular Official, Says Puerto Ricans are Ungrateful, 1921” MP

“A Citizen Recommends Puerto Rican Labor for the Panama Canal, 1904” MP

“Filipino Asparagus Workers Petition for Standard of American Wages, 1928” MP

“A Chinese Labor Contract in Hawaii, 1870” MP


**Week Nine  Nativism vs. Pluralism: Clashes Over the Meanings of America in Policy and Culture**

March 31, April 2

*Major Problems, Chapter 9*,

Chapter Introduction

“The Asiatic Exclusion League Argues That Asians Cannot Be Assimilated, 1911” MP

“Fu Chi Hao Reprimands Americans for Anti-Chinese Attitudes, 1907” MP

“Madison Grant on the ‘Passing of a Great Race,’” MP


“Randolph Bourne Promotes Cultural Pluralism, 1916” MP

James R. Barrett and David Roediger, “Becoming American and Becoming White,” MP


*Major Problems, Chapter 10*

Chapter Introduction

“Immigration Act of 1924 Establishes Immigration Quotas” MP

“*Thind v. United States* Rules Asians Cannot Become Citizens, 1923” MP

“Mary Kidder Rak Writes That Patrolling the Border is a ‘Man Sized Job’” MP

“Congressman John Box Objects to Mexican Immigrants, 1928,” MP

“League of United Latin-American Citizens Form Civil Rights Organization, 1929” MP

Mae M. Ngai, “The Invention of National Origins,” MP

**Week Ten  Popular Culture, Economic Democracy, and Wartime Loyalty: Changing Patterns of Inclusion and Exclusion, 1920s and 1940s**
April 7, April 9

**Major Problems, Chapter 11:**

- “Dominic Del Turco Remembers Union Organizing, 1934” MP
- “Dept. of Labor Reports on Consumer Spending Patterns of Mexican Families, 1934” MP
- “Recalling the Mexican Repatriation in the 1930s” MP
- “California Attorney General Earl Warren Questions Japanese Americans’ Loyalty, 1941” MP
- “Poet Mitsuye Yamada Ponders the Question of Loyalty, 1942” MP
- “Miné Okubo Illustrates Her Family’s Internment, 1942” MP
- “Sailors and Mexican Youth Clash in Los Angeles, 1943” MP
- “Louis Adamic: War Is Opportunity for Pluralism and Unity, 1940” MP
- “President Franklin Roosevelt Urges Repeal of Chinese Exclusion Laws, 1943” MP
- Lizabeth Cohen, “Chicago Workers Encounter Mass Culture” MP
- Alice Yang Murray, “The History of ‘Military Necessity’ in the Japanese American Internment” MP

**Week Eleven  Assimilation Questions, Immigration Reform, and Ethnic Politics in the Era of Civil Rights and the Cold War**

April 14, April 16

**Major Problems, Chapter 12:**

- “Sociologist Will Herberg Describes the ‘Triple Melting Pot’” MP
- “Anthropologist Oscar Lewis Theorizes the Culture of Poverty, 1966,” MP
- “Piri Thomas Thinks About Racism, 1967”
- “César Chávez Declares, ‘Viva La Causa!’ 1965” MP
- “Historian Oscar Handlin Criticizes National-Origin Quotas, 1952,” MP
- “President Lyndon Johnson Signs Immigration Act of 1965,” MP
- Mae M. Ngai, “The Liberal Brief for Immigration Reform,” MP
- Lorrin Thomas, “Representing the Puerto Rican Problem,” MP
- "Piri Thomas, Puerto Rican or Negro? Growing Up in East Harlem during World War II,” *Immigrant Voices*, 260-274

**Week Twelve  Immigrants in the Post-Industrial Age: Legal and Undocumented**

April 21, April 23 **LONG PAPER DUE ON ELMS BY APRIL 25 11:59pm**

**Major Problems, Chapter 13**

- “President Reagan Signs Immigration Reform and Control Act, 1986” MP
- “Rubén Martínez Describes the Fight Against Proposition 187” MP
- “Asian Immigrants Transplant Religious Institutions, 1994” MP
- “Proof of the Melting Pot is in the Eating, 1991” MP
- “Perla Rabor Compares Life as a Nurse in the Philippines and America, 1987” MP
- “Santiago Maldonado Details the Lives of Undocumented Immigrants in Texas, 1994” MP
- “George Gmelch Compares Life in New York and Barbados, 1971-1976” MP
- “A Chicano Conference Advocates the Creation of Aztlán” MP
- “Janitors Strike For Justice, 1990,” MP
- “Nancy Foner, “Transnational Ties,” MP

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“Carolyn Wong, “Ethnic Advocacy for Immigration Reform,” MP
Cecilia Pineda, "My Family History," Becoming American, 130-134
Lila Shah, "Being Indian in America: My Ethnic Roots and Me," Becoming American
206-212
Puwat Charukamnoetkanok, "Triple Identity: My Experience as an Immigrant in America," Becoming American 217-223

Week Thirteen  Refugees and Asylees Seek Freedom in America
April 28, April 30
“Refugee Act of 1980” MP
“Congressman Jerry Patterson Details Needs of Refugees in California, 1981” MP
“A Cuban Flees to the United States, 1979” MP
“Xang Mao Xiong Recalls His Family’s Flight from Laos, 1975” MP
“United States Interdicts Haitian Refugees at Sea, 1991” MP
“Refugee Youth Play Soccer in Georgia, 2007” MP
“A Sociologist Assesses DNA Testing for African Refugees, 2010” MP
Aristide R. Zolberg, “Refugees Enter America Through the Side Door” MP
Carl J. Bon Tempo, “‘They Are Proud People’: Refugees from Cuba” MP.
Ahn-Dao Nguyen, "Leaving Home," Becoming American, 198-205

Week Fourteen  21st Century Immigration Challenges: National Security After 9/11 and Social Movements for Immigration Reform
May 5, May 7
Major Problems, Chapter 15
“An Overview of Race and Hispanic Origin Makeup of the U.S. Population, 2000” MP
“A Statistical Portrait of Unauthorized Immigrants, 2009” MP
“Remittance and Housing Woes for Immigrants During Economic Recession, 2008” MP
“American-Arab Anti-Discrimination Committee Condemns Terrorism, 2001” MP
“Feisal Abul Rauf, an Imam, Proposes a Multi-Faith Center in New York, 2010” MP
“Immigrants March for Immigration Reform, 2006” MP
“Minutemen Call for Border Security First, Only, and Now, 2006” MP
“Joseph Carens Makes the Case for Amnesty, 2009” MP
“Arizona Passes State Law Against Illegal Immigration, 2010” MP
Pierette Hondagneu-Sotelo, “The Work Culture of Latina Domestic Workers” MP
Leti Volpp, “The Citizen and the Terrorist” MP

WEEK Fifteen Final Exam Review Session
May 12

**THE FINAL EXAM WILL BE HELD ON THE DATE ASSIGNED IN TESTUDO.**
### DUE DATES & POINT VALUES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>Discussion section participation is required every week. Additional points may be earned through participating in lecture and in on-line discussion on ELMS.</td>
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<tr>
<td>Roots Paper</td>
<td>5%</td>
<td>February 2, 2014 by 3pm on ELMS. (Pass/Fail)</td>
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<tr>
<td>Short Paper</td>
<td>15%</td>
<td>February 22, 2014 at 5pm on ELMS</td>
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<tr>
<td>Long Paper</td>
<td>20%</td>
<td>April 25, 2014 at 11:59pm on ELMS</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
<td>March 26, 2014 in class.</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
<td>On date and time listed in Testudo.</td>
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<tr>
<td>Weekly Comments</td>
<td>5%</td>
<td>Write a brief question or comment about one or more of the assigned readings on ELMS each week by 6pm each Sunday (Pass/Fail)</td>
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<tr>
<td><strong>TOTAL POINTS IN COURSE</strong></td>
<td><strong>100%</strong></td>
<td>Total available points in the course.</td>
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### EXPECTATIONS FOR STUDENTS

1. **Class Participation**
   Discussion section participation is a major component of your course grade. Additional class participation points can be earned through lecture class participation and through joining in on-line discussion on ELMS. Class Participation Grading Criteria: You will earn your participation grade week by week. Actively participating by making your own arguments critiquing the readings and by asking thoughtful questions of your fellow students earns you an A. Making the occasional comment that is thoughtful and indicates that you have completed the week’s reading earns you a B. Listening attentively but not talking earns you a C-. Not coming or only sometimes coming to discussion section earns you a D or F. If you are absent, you cannot participate.

   Students are expected to participate in all discussion sections. In order to earn an excused absence, please e-mail the professor or Mr. Holness before class and request an excused absence. For university-approved legitimate excuses (including religious observances), attending another one of the discussion sections during the same week will constitute making up your participation grade due to absence. If you cannot make up a missed section during the same week, please contact Mr. Holness for a written make-up assignment.

2. **Roots Paper** Write and submit a two page double-spaced due on ELMS by 3pm Sunday February 2, 2014. Prompt for Roots Essay that you should answer:

   Think about the influences of immigration in your own or your family’s life. How have they affected you? Why do your experiences matter to our understanding of US society? What might
we learn from them about immigrants’ changing relations to American society? If relevant, please discuss influences of ethnicity on your own life.²

Roots Essay grading is pass/fail, and is effort-based, with most emphasis on a thoughtful answer (80%), and secondarily on clear communication (20%).

3. Short Paper
You will receive a handout asking you to write a short, in-depth analysis about your choice from three sets of primary sources from Week Three. Length: 1000 to 1200 words or 3 to 4 double-spaced typed pages.

4. Midterm Exam
This midterm will be an essay exam with a pre-announced theme which will cover the first half of the course.

5. Long Paper
You will receive a handout with the long paper assignment that will ask you to analyze in historical context either a pair of primary documents from the course or one document plus a life history interview that you do with an immigrant or a member of an immigrant family. Length: 1750 to 2100 words or 5 to 6 double-spaced typed pages.

5. Final Exam
The final exam will cover content from the second part of the course and it will also ask questions dealing with your understanding of the entire course. The format will be one essay based on a pre-announced theme plus some short answer questions.

6. Weekly Comment and Questions on ELMS
Write a brief, but substantive question or comment about one or more of the assigned readings on ELMS each week by 6pm each Sunday. Length: one paragraph to one page. (Graded Pass/Fail each)

7. Extra Credit for Introducing Yourself on ELMS – Write one substantial paragraph about yourself, your interests, and why you are taking this course.

GRADING PROCEDURES

Students earn grades based on their performance on the course requirements listed above. Here is a description of the grading criteria according to the UMD Faculty Handbook (http://www.faculty.umd.edu/teach/grades.html). Grades are calculated as a percentage, that is a student’s points earned out of total available points.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>94-97%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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“Denotes excellent mastery of the subject and outstanding scholarship.”

² Question adapted from Dublin, Ed. Becoming American, 235.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>“Denotes good mastery of the subject and good scholarship.”</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
<td>“Denotes acceptable mastery of the subject and the usual achievement expected.”</td>
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<td>C</td>
<td>74-76%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
<td>“Denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.”</td>
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<tr>
<td>D</td>
<td>64-66%</td>
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<tr>
<td>D-</td>
<td>60-63%</td>
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<tr>
<td>F</td>
<td>59% &amp; below</td>
<td>“Denotes failure to understand the subject and unsatisfactory performance.”</td>
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COURSE PROCEDURES AND POLICIES

1. Students with disabilities should contact the instructor at the beginning of the semester to discuss any accommodation for this course.

2. The University has approved a **Code of Academic Integrity** ([http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html)) which prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, facilitating academic dishonesty, submitting fraudulent documents, and forging signatures. Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well. The following University of Maryland **Honor Pledge**, approved by the University Senate, should be handwritten and signed on the front page of all papers, projects or other academic assignments submitted for evaluation in this course: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

3. Religious observance: Please inform your instructor of any intended excused absences for religious observance well in advance.

4. Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. In you miss a class, ask a classmate for notes. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:
   - For every medically necessary absence from class (lecture or discussion section), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
   - If a student is absent more than 3 time(s), the instructor may require documentation signed by a health care professional.
   - If a student is absent on days when an in-class exam, he or she is required to notify the TA or instructor in advance, and upon returning to class, and may be asked to bring documentation of the illness, signed by a health care professional.
5. In case of inclement weather: please check the university’s internet home page then check your email and ELMS for announcements from the instructor. Class meets only when the university is open, but may meet on-line if inclement weather or other emergency closes campus.

6. This syllabus may be subject to change. Students will be notified in advance of important changes that could affect grading, assignments, etc.

7. All papers should be typed, in 12 point font, double-spaced and submitted on ELMS.

8. E-mailed and faxed assignments will not be accepted.

9. Written assignments are due at the beginning of class on the due date. The late submission penalty is 2% of the assignment grade for each day late including weekend days. Assignments handed in after class has begun are considered late to be fair to students who are on time.

10. The TA and I can grant reasonable extensions for course assignments, quizzes, and exams only for reasons beyond your control such as illness, emergencies, car problems, inclement weather, religious holidays, etc. Missing discussion section requires either attending another section in the same week or a make-up assignment. If you miss a quiz, exam, or discussion section please contact the TA immediately to arrange a make-up quiz or exam, or a make-up assignment for the missed discussion section.

11. To hand in assignments on days that we do not have class, please place papers in my History Department mailbox on the second floor of Key Hall by 4:00pm. If they are late, you should ask the receptionist in the History Department to stamp and date them. Please do not put your essay under my office door.

12. Cell phones, laptops, tablets, and other electronics may be used only for educational purposes in class. Recreational use of electronics is not permitted and may result in a class participation grade penalty.

13. All course materials and lectures are copyrighted. They may not be reproduced without written permission of the instructor. Selling or distributing copies or modified copies of instructors’ course materials or assisting another person or entity in selling or distributing those materials may be considered a violation of the University’s Student Code of Conduct.

**TIPS FOR PREPARING COURSE READINGS**

Your class preparation should demonstrate that you have done the readings and that you have reflected on their meaning for interpreting past events. We will read two kinds of materials.

1. **Primary sources** -- This is direct evidence about the past, such as first hand testimony, letters, speeches, newspaper articles, memoirs, and interviews, or historical cultural artifacts such as art, cartoons, photos, paintings, films, and novels. Here your task is different. The creators of your primary sources may have an agenda, but it may be subtle. Look for clues about what the
source’s meaning. Every source has a point of view. How would the author’s perspective or agenda affect its perspective? When you interpret the source, assess its contributions to larger conversations about a social, cultural or political debate in the past.

2. Secondary sources -- These are academic books and articles written by historians that make arguments about how we should interpret the past. They offer retrospective way of knowing based on evidence and arguments. Consider what evidence the author uses and what assumptions he/she makes. What does he/she see as important and why? How persuasive is the argument? What limitations does it have? How does the secondary source relate to the themes and events that we discuss in the class?