General Education Requirements This course will examine the role of many different immigrant groups in the US specifically relating to immigration policy and the racial attitudes of the US. This course will be historical in nature as it will provide an introduction to the history of immigration in the US focusing on the years after the civil war to the present.

Course Description: This course will cover the major trends in immigration throughout US history. It will cover immigration policy and the major forces behind the evolution of that policy. It will also cover the roots of immigration to the US and the role the US foreign policy has played in immigration. It will also discuss the major legal challenges to the immigration policies and place them into historical context.

This course will be discussion oriented and students will lead the discussions in pairs during the semester. There will be no exams but students will be required to answer two to three questions a week before class. The questions will be developed by the discussion leaders and approved by the professor. Along with that weekly assignment, students will write two papers on topics of their choice (approved by the professor). The papers must be on different topics and must also use sources apart from the required readings. Each paper must also use at least one primary source. Students are required to write a short (one page) synopsis of their paper idea. Grades will be based on the weekly assignments, class participation, and the two papers.

Papers:

Students will write two papers 12-15 pages in length. The papers may cover any aspect of US immigration but the topics must be cleared by the professor by the third week of class for the first paper and the first week of November for the second paper. While the
paper will be due during exam week, we will use half of the last two weeks of class for students to briefly introduce their papers to the class.

Course Goals: By the end of this course, students should have knowledge of the major immigration trends in US history and have the context to be able to analyze more fully the current immigration debate. Students will also understand the central causes of immigration to the US and the complex reactions of US society to immigrants and immigration. Students can also expect to understand the role of immigrants and immigrant communities in both reacting to the public policy decisions and creating their own lives in the US. Students will be able to identify the role of the courts in deciding issues of race, ethnicity and immigration policies throughout US history.

This course provides a companion to the Asian American history course as it provides a more in depth look not only at Asian Immigration to the US but also how Asian Immigration relates to immigration from other parts of the world and was the driving force behind US immigration policy.

Grading:

25% participation in class
20% midterm paper
30% final paper
25% weekly assignments

Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+ 98-100%</td>
<td>“Denotes excellent mastery of the subject and outstanding scholarship.”</td>
</tr>
<tr>
<td>A 94-97%</td>
<td></td>
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<tr>
<td>A- 90-93%</td>
<td></td>
</tr>
<tr>
<td>B+ 87-89%</td>
<td>“Denotes good mastery of the subject and good scholarship.”</td>
</tr>
<tr>
<td>B 84-86%</td>
<td></td>
</tr>
<tr>
<td>B- 80-83%</td>
<td></td>
</tr>
<tr>
<td>C+ 77-79%</td>
<td>“Denotes acceptable mastery of the subject and the usual achievement expected.”</td>
</tr>
<tr>
<td>C 74-76%</td>
<td></td>
</tr>
<tr>
<td>C- 70-73%</td>
<td></td>
</tr>
<tr>
<td>D+ 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>
</tr>
<tr>
<td>D 64-66%</td>
<td></td>
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<tr>
<td>D- 60-63%</td>
<td></td>
</tr>
<tr>
<td>F 59% &amp; below</td>
<td>“Denotes failure to understand the subject and unsatisfactory performance.”</td>
</tr>
</tbody>
</table>
Course materials:
Textbooks required:


Course Policies:

Answers to the questions posed on the class website are due at least one hour before class. Each assignment is worth 10 points and any responses turned in late will not be counted. Papers turned in late will be docked one grade will be docked an additional grade each ten days.

University 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.she.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 absences for religious observance well in advance.
http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540
4. In case of inclement weather:

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

6. The instructor will assume that the e-mail address that you provided to the university is accurate, up to date and checked daily during the business days.

7 Writing Center (http://www.english.umd.edu/the-writing-center-front-page): The UMD English Department offers a superb resource in the form of the campus writing center. I recommend bringing your written work to the writing center so that they can help you improve your writing.
Office Number: (301) 405-3787 (The Grammar Hotline)
Location: 1205 Tawes Hall

Schedule:

**Week 1: September 1**

Origins of migration:
Introduction to the course, Film *Mai’s America* with discussion

**Week 2: September 8**

The Origins of Immigration to the US and the US role in Latin America

Gonzalez, 3-57
Daniels, 3-27
Ngai -1-20

**Week 3: September 15**

*First Paper Topic Due. One page written summary.*

The Chinese Exclusion Act and the origins of modern immigration restrictions

Martin, 7-50

*Journal of American Ethnic History*


Ngai, 18-55
Kiyama, 7-76
Week 4: September 22

The 1924 Quota Act and its effects on the ethnic makeup of the United States

Journal of American Ethnic History

Kiyama, 76-133
Daniels 27-58

Week 5: September 29

Immigrants in post-1924 America

The effects of the Quota system on immigrant labor policy and Immigration policy.

Ngai, 56-126

Week 6: October 6

First Paper Due

Class and Immigration:

Ngai 127-166

World War II and the US policy toward Japanese Americans

Ngai, 175-201
Film, Of Civil Rights and Wrongs: The Fred Korematsu Story

Week 7: October 13

Effects of Japanese Internment and Post War Immigration policies

Film, Whose Going to Pay for these Donuts Anyway?
Daniels, 98-112

Week 8: October 20

The Cold War and Immigration Policy

Daniels 113-130
Gonzalez, 81-128
Week 9: October 27

Cold War politics, the law and immigrants
The modern immigration regime: 1965 and the end to nationality based immigration

Ngai, 202-224
Martin, 87-112: 169-196

Week 10: November 3
GUEST SPEAKER

**Topic of Second Paper Due**

Week 11: November 10

The rise of Latinos in the US

Gonzalez, 167-248
Daniels, 147-218

Week 12: November 17

Immigration Policy after September 11, 2001

Gonzalez, 249-305
Daniels, 261-268

Week 13: December 1

**Presentations of Student Papers**

Refugees and social persecution:

Martin, 245-277
Daniels 190-218

Week 14: December 8

**Presentations of Student Papers**

The current state of immigration policy
Daniels, 219-259
NOW VIDEOS

Exam Week: December 15
Second Paper Due