

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**HIST 306 – US Immigration History**

CIP Code: 54.0102

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**Revised and Updated by: Stephanie Petkovsek, MA**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCE DEPARTMENT  
FALL 2024**

- A. TITLE: US Immigration History
- B. COURSE NUMBER: HIST 306
- C. CREDIT HOURS: 3 lecture hours per week for 15 weeks
- D. WRITING INTENSIVE COURSE: No
- E. GER CATEGORY: 3 (DEISJ) and 9 (US History and Civic Engagement)
- F. SEMESTER(S) OFFERED: Fall and/or Spring

G. COURSE DESCRIPTION:

This course examines the history of immigration to the United States through the current time period. The main themes of the course will include issues of race, class, ethnicity and gender and how they factor into the immigration process and subsequent settlement period. A plethora of immigrant groups will be studied not exclusive to the following: Eastern and Southern Europeans, Asian and Pacific Islanders, Latin Americans, and Africans.

- H. PRE-REQUISITES: HIST 103 OR HIST 105 OR Permission of Instructor  
CO-REQUISITES: None

I. STUDENT LEARNING OUTCOMES:

<b><u>Course Student Learning Outcome [SLO]</u></b>	<b><u>GER</u></b>	<b><u>ISLO &amp; SUBSETS</u></b>
a. Examine and identify the various immigrant groups to the US over time and the factors precipitating their arrival.	9 - Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation	
b. Compare the experiences of various immigrant groups by examining race, class, ethnicity, sexual orientation, religion and gender over the history of the United States.	3 - Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class and gender	
c. Differentiate the various immigration laws and restrictions implemented by the US government over time and the ways in which they affected immigrants.	3 - Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression and opportunity	4 Social Responsibility IK

d. Investigate the role immigration and immigration advocates have played in the economic, political, social, and cultural development of the United States.	3 - Apply the principles of rights, access, equity and autonomous participation to the past, current or future social justice actions 9 – Understand the role of individual participation in US communities and government	
e. Examine settlement patterns for each immigrant group and weigh each group's ability to assimilate, or not, into American society and the role race, class, ethnicity, sexual orientation, religion and gender play.	9 – Apply historical and contemporary evidence to draw, support or verify conclusions	

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. **APPLIED LEARNING COMPONENT:** No

K. **TEXTS:** At the discretion of the instructor

L. **REFERENCES:**

Berlin, Ira, *The Making of African America: The Four Great Migrations* (New York: Penguin, 2010)

Burns, Ric and Li-Shin Yu (dir.), *American Experience: The Chinese Exclusion Act* (PBS, 2018)

Daniels, Roger, *Coming to America: A History of Immigration and Ethnicity in American Life* (New York: Harper Perennial, 2002)

Diner, Hasia, *Roads Taken: The Great Jewish Migrations to the New World and the Peddlers Who Forged the Way* (New Haven: Yale University Press, 2015)

Gerber, David, *American Immigration: A Very Short History* (New York: Oxford University Press, 2011)

Jones, Reese, *White Borders: The History of Race and Immigration in the US from the Chinese Exclusion Act to the Border Wall* (Boston: Beacon Press, 2022)

Lee, Shelley Sang-Hee, *A New History of Asian America* (London: Routledge, 2013)

Molina, Natalia, *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts* (Berkeley, CA: University of CA Press, 2014)

Ngai, Mae and Jon Gjerde (ed.), *Major Problems in American Immigration History* (Boston: Wadsworth/Cengage Learning, 2013)

Ruiz, Vicki, *From Out of the Shadows: Mexican Women in 20th Century America* (New York: Oxford University Press, 2008)

Ueda, Reed, *A Companion to American Immigration* (Hoboken, NJ: Wiley-Blackwell, 2011)

Vargas, Zaragosa, *Crucible of Struggle: A History of Mexican Americans from the Colonial Period to the Present* (New York: Oxford University Press, 2016)

Yang, Jia Lynn, *One Mighty and Irresistible Tide: The Epic Struggle Over American Immigration, 1924-1965* (New York: WW Norton and Company, 2020)

M. **EQUIPMENT:** University Supplied Equipment

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

At the discretion of the instructor, may include:

Exams – Quizzes- Research Paper- Projects- Presentation -Discussion

P. **DETAILED COURSE OUTLINE:**

- I. Why Study US Immigration History?
  - a. Immigration vs. Migration
  - b. The Invention of Ethnicity in the United States
  - c. Race, Culture and Who Gets to be White
  - d. How is Life Different for Female Immigrants than Male Immigrants
- II. Settlers, Servants and Slaves in Early America
  - a. French and Spanish Influence in Early America
  - b. English Settlements in Early America
  - c. Indentured Servants vs. Slavery and Forced Migration
  - d. Native American and European Interactions in Early America
- III. Citizenship and Migration Before the Civil War
  - a. Citizenship in the Articles of Confederation and Constitution
  - b. Early Citizenship Laws
  - c. Fugitive Slave Acts

- IV. European Migration and National Expansion in the Early 19<sup>th</sup> Century
  - a. German Immigration
  - b. The Potato Famine and Irish Immigration
  - c. The “Danger” of Roman Catholic Immigration
  - d. The Know-Nothings and Anti-immigrant Politics
- V. The Southwest Borderlands
  - a. Texas Independence and the Meaning of Citizenship
  - b. Manifest Destiny and Changes in the United States’ borders
  - c. Interaction of Native Americans, Mexicans and Anglos in the Border Region
- VI. National Citizenship and Federal Regulation of Immigration
  - a. 14<sup>th</sup> Amendment and Changes to Citizenship Laws
  - b. Chinese Exclusion Act
  - c. Ellis Island and Angel Island Attempt to Control Immigration
- VII. Immigration during the Era of Industrialization and Urbanization
  - a. Tenement Living in New York and Other Cities
  - b. Development of Industrial Unions
  - c. Jane Addams and the Settlement House Movement
  - d. Immigration from Eastern and Southern Europe
  - e. Can Jews and Catholics become American?
- VIII. US Colonial Expansion and Migration
  - a. An American Empire?
  - b. Asian Expansion – Hawaii, the Philippines and Island Territories
  - c. Puerto Rico, Cuba and the Panama Canal
- IX. Immigrant Incorporation, Identity and Nativism in the Early 20<sup>th</sup> Century
  - a. Asiatic Exclusion League and Anti-Chinese Attitudes
  - b. Becoming American and Becoming White
  - c. Racial Nativism
  - d. Cultural Pluralism
- X. 1920s and Immigration Restrictions
  - a. Immigration Act of 1924
  - b. Mexican Immigration and Ideas of Ethnicity
  - c. Racial Stereotypes and Eugenics
- XI. Patterns of Inclusion and Exclusion, 1920s to 1940s
  - a. Mexican Repatriation in the Great Depression
  - b. Questioning of Japanese American Loyalty
  - c. Racial Conflicts in Los Angeles and Around the Country
  - d. Changing Attitudes Toward Allied and Non-Allied Immigrant Groups

- XII. Immigration Reform and Ethnic Politics in the Civil Rights Era and Cold War
  - a. LBJ and the Immigration Act of 1965
  - b. Cesar Chavez, Dolores Huerta and the Farm Workers and the Work of Social Justice
  - c. Changing Immigration Patterns
  - d. The Cold War, Anti-Communism and Anti-Semitism
  
- XIII. Immigrants in the Post-Industrial Age
  - a. Reagan's Immigration Reform and Control Act
  - b. Immigration from the Caribbean and Latin America
  - c. Changing Asian Immigration
  - d. Transnational Ties and African Immigration
  
- XIV. Refugees and Asylees
  - a. Cubans Refugees vs. Haitian and Other Caribbean Immigrants
  - b. War Zones and Who Gets to Be American
  - c. Vietnamese, Cambodians and Other Asian Refugees
  
- XV. Immigration Challenges in the 21<sup>st</sup> Century
  - a. Arab Immigration and Issues of Discrimination
  - b. Continued Migration from Latin America
  - c. Anti-immigrant Laws in Arizona and Beyond
  - d. The Citizen or the Terrorist?

<b><u>Course Student Learning Outcome</u></b> <b><u>[SLO]</u></b>	<b><u>PSLO</u></b>	<b><u>GER</u></b>	<b><u>Assessment Tool</u></b>
Examine and identify the various immigrant groups to the US over time and the factors precipitating their arrival.		9 - Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation	Students will write an essay analyzing the shifts in immigration throughout the 19 <sup>th</sup> and 20 century from Northern/Western Europe to Southern/Eastern Europe and then Latin America and Asia, including changes in religious and linguistic groups.
Compare the experiences of various immigrant groups by examining race, class, ethnicity, sexual orientation, religion and gender over the history of the United States.		3 - Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class and gender	Using primary historical sources, students will create an essay focused on an immigrant group of their choosing's experience constructing new identities in the US and how their identities intersect with average American norms of race, gender and class.
Differentiate the various immigration laws and restrictions implemented by the US government over time and the ways in which they affected immigrants.		3 - Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression and opportunity	Students will write an essay comparing historical examples of immigration policy designed to maintain structures of exclusion, including the Chinese Exclusion Act, Immigration Act of 1924 and Japanese internment camps during WWII and the more recent push for a border wall and limits to immigration from the Middle East and Latin America.
Investigate the role immigration and immigration advocates have played in the economic, political, social, and cultural development of the United States.		3 - Apply the principles of rights, access, equity and autonomous participation to the past, current or future social justice actions 9 – Understand the role of individual participation in US communities and government	Students will write a research paper choosing a specific leader or movement (United Farm Workers – Mexican and Filipino activists, LULAC, Eastern/Southern European labor activists in the early 20 <sup>th</sup> century, etc.) and analyze their fight for social justice in the US.,
Examine settlement patterns for each immigrant group and weigh each group's ability to assimilate, or not, into		9 – Apply historical and contemporary evidence to	Students will complete an exam question comparing settlement patterns of various

American society and the role race, class, ethnicity, sexual orientation, religion and gender play.		draw, support or verify conclusions	immigrant groups to the US (Eastern/Southern European Catholics, Jews and Orthodox Christians, Asians, Latinos, etc.) and analyze their ability to integrate into American society using primary sources.