

## **HISTORY/WOMEN'S STUDIES 322 HONORS**

### **Natives and Newcomers: U.S. Immigration and Migration**

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Days and Times: Tuesday/Thursday 1:30-3:18

### **CATALOG DESCRIPTION**

General survey of im/migration history in the U.S. from precolonial times to the present, focusing on the gendered nature of mobility and cultural encounters.

### **RATIONALE**

This honors course intends to provide students with a focused look at the themes of im/migration history in the United States and emphasizes the gendered nature of these experiences. The course aims to critically examine these dynamics and challenge some of our most fundamental ideas on this topic. Ultimately, we hope to have students understand im/migration not only from the perspective of natives or “the nation” but from the view of newcomers and their sending nations as well. We also will ask how women and men experienced im/migration differently and were positioned differentially in relation to both the “host” and the “home” culture. The course is aimed at students who are looking to be challenged in a 300-level Honors course that will fulfill either a requirement in the History major/minor, Women’s Studies major/minor, or the Historical Study and Diversity GECs. Please note that this course may be applied to either GECs OR a major/minor requirement, not both. Since there are no honors courses in the History and Women’s Studies curriculum at this level, this course will fulfill a need for a course beyond the introductory level yet not as specialized as an upper-division class. The course will challenge students intellectually and strengthen their critical thinking and analytical skills.

### **COURSE DESCRIPTION**

Im/migration has been a permanent feature of American history. From the first indigenous peoples who migrated throughout the continent, to Spanish, French, and British explorers in search of wealth, Irish farmers fleeing famine, or Mexican peasants contracted as temporary agricultural workers, people have for centuries been in motion throughout what is today the United States. Whether they were in motion voluntarily, or relocated against their will, men and women confronted wrenching familial separations and adjustments to new lands, lifestyles, languages, and power dynamics. Some were able to convert these challenges into opportunities for themselves and their families, while others had more difficulty overcoming such transitions. At varying historical periods, immigrants and indigenous people have been disparaged and blamed for many of the nation’s economic and social woes. Ironically, however, as Americans we celebrate our nation’s immigrant heritage at the same time that we express anxiety and alarm over immigration today. The fact remains that millions of people in motion to--and within--the United States have contributed to American cultural, social, economic, and political

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creativity, and have had a major impact on the character of this nation throughout its history.

This course will critically examine the dynamics of im/migration throughout our history and challenge some of our most fundamental ideas on this topic. We also will explore the gendered nature of mobility by asking how women and men experienced im/migration differently and were positioned differentially in relation to both the “host” and the “home” culture. Ultimately, we hope to have students understand im/migration not only from the perspective of natives or “the nation” but from the view of newcomers as well. To that end we will be drawing on sources and materials that illuminate multiple voices beyond just the typical, mainstream or “official” view of im/migration.

We will take a broad overview of migration in United States history, beginning with precolonial societies through contemporary dynamics in the 20<sup>th</sup> century. We will examine four broad themes—cultural contact, economic relations, citizenship and politics, and family and sexuality. The course will be organized conceptually along three chronological periods—Precolonial and Colonial Era (100 BC - 1776), Creating a Nation (1776-1924), and the Twentieth Century (1924-2000).

### COURSE OBJECTIVES

The course seeks to meet the following General Education Curriculum objectives:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, and discussions.
5. Develop an understanding of how the categories of race, gender, class, ethnicity and religion shape the pluralistic institutions and cultures of the United States.

Specifically with regards to the subject matter, at the end of the course, students should be able to answer the following questions:

Why do men and women migrate? How do the categories of migrants and natives shift over time and how do they vary based on the local context? How do migrants and natives negotiate, perceive, and adapt to one another? How do gender differences shape these types of interactions? How do states and societies attempt to regulate migration and cultural contact? How have migrants and immigrants shaped America? How have original people been transformed? And, finally, how are im/migration and the social control of migrants inherently gendered processes?

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### Course Policies & Procedures

Note this course is approved for the Historical Study and Diversity GECs. This course also fulfills a requirement in the History major/minor and Women's Studies major/minor. Please note that this course may be applied to either GECs OR a major/minor requirement, not both.

### GEC Requirements

This course fulfills half of the GEC Category 3: Historical Study requirement

#### **Goals:**

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

#### **Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

and the GEC Category 4: Diversity: (1)Social Diversity in the United States requirement:

#### **Goals:**

Courses in social diversity will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

#### **Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### History and Women's Studies Major Requirements

In the History major, it is a Group B, Area 6 course, dealing with the post-1750 period.

In Women's Studies, this course will fulfill either the "Difference and Diversity" or the "Political Context and Social Change" concentrations for the major.

### Course Website/Carmen

This course has a webpage on Carmen. Students should check the website regularly for readings, announcements, course resources, and other information. Go to <http://carmen.osu.edu>.

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### Enrollment

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Reading: Students are expected to complete all readings before the corresponding class meeting and should bring readings to class each time we meet. The required books, listed below, will be placed on reserve and available for purchase. Additional readings will be placed on e-reserve and accessible via the course Carmen website.

Thomas Dublin, *Immigrant Voices: New Lives in America, 1773 - 1986* (University of Illinois Press, 1993)

Pierrette Hondagneu-Sotelo, ed., *Gender and U.S. Immigration: Contemporary Trends*, (California, 2003)

Ronald Takaki, *A Different Mirror: A History of Multicultural America* (Back Bay Books, 2008)

### Discussion:

Class discussions are an essential part of this course and contribute to our understanding of the readings and lectures. Students are expected to come prepared for each class meeting with a set of questions or comments based on that day's readings. In courses that deal with issues of race, sexuality, gender, class, identity, and other social topics, people can often have very strong personal opinions regarding these matters. Students are expected to conduct themselves in a respectful and cordial manner towards one another and the professor at all times, listening to each other's comments and contributing constructively to the conversation. We ask students to think critically, engage and reflect upon the readings, and learn from one another. Ultimately, we are here to analyze the readings and historical events encompassed by this course and make connections to contemporary issues and dilemmas. As historians we know well that the past shapes our present moment. Our goal, therefore, is to understand how the past has influenced our society today, particularly as it relates to the dynamic of im/migration.

### Attendance & Tardiness

Class sessions are an integral part of this course. You can not be successful in this course without attending class regularly. Students are expected to attend all class sessions and be on time and prepared. Excused absences must be cleared in advance. More than 2 unexcused absences will reduce a student's grade for attendance/participation by one letter grade. Repeated tardiness will also result in a lowered grade for attendance/participation. Attendance will be taken at every class meeting. All cell phones should be turned off during class and laptops/PDA's are not allowed.

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### Assignments

All assignments must be completed and submitted by the announced deadlines. Extensions will not be allowed unless they have been arranged ahead of time with the instructor and for extenuating circumstances only.

For students enrolled in Natives and Newcomers under Women's Studies H322, you are expected to utilize gender analysis in your papers and presentations. In other words, your assignment should demonstrate your understanding of how women experienced migration or how migration processes differed for men and women.

1. Co-leading discussion (20% total): Sign up to co-lead discussion twice in this course. You should meet with your co-facilitators to generate a list of questions. You also might experiment with more creative forms of discussion, such as debates, role-playing, etc.
2. The Indigenous Speaks Paper (3 pages)/Presentation (5 minutes): Take a conqueror's narrative (e.g., Cabeza de Vaca, De Soto) and rewrite it from a native perspective. What observations might a native person make? What things might the narrator choose to emphasize? How would an indigenous person interpret newcomers' cultural practices and customs? Half the class also will be responsible for giving a presentation based on their papers.
3. Primary Source Analysis Paper (3 pages)/Presentation (5 minutes): Find visual images that represent different ethnic, religious, and minority groups from the 19th or 20th centuries. Be ready to discuss how images of one's own group might differ from images of "the other." What are stereotypes, how are they used, and how do they evolve? These might be found in newspapers and magazines, posters, etc. The other half of the class will be responsible for giving a presentation based on their papers.
4. Final term paper (8-10 pages) or Visual/Multi-Media Exhibit/Presentation: Students may select to either write a paper or develop a visual/multi-media exhibit and give a presentation. The topic of the paper or exhibit/presentation could be one of the following:
  - a. Option 1: Interview a person who is either an immigrant, someone who migrated from one region and culture to another very different, or an American Indian who has a perspective on issues related to our class. Write a paper or create an exhibit and give a presentation that analyzes the interview and examines how this individual's experiences are relevant for the topics that we have discussed in our course.
  - b. Option 2: Select a topic related to contemporary immigration during the last four decades. Write a paper on this topic that addresses the bulleted points below. Or, develop an exhibit that uses newspaper or magazine articles, oral and/or video sources. Then, prepare and give a short

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presentation about your topic. Your paper or exhibit/presentation should address the following:

- Give background information on your topic, including data on immigration or migration trends. If relevant, make a map.
- How have events influenced experiences, policies, laws, and/or choices people have made?
- How have media views of these topics changed or remained the same?
- What new dilemmas have emerged?

### Evaluation

Your grade for the course will be determined by the following:

Attendance/Participation	20%
Co-leading Discussion	20%
The Indigenous Speaks Paper	15%
Primary Source Analysis	15%
Presentation	5%
Final Paper or Exhibit and Presentation	25%

Note: You must receive a passing grade for each portion of the course in order to pass the class.

### Grade Breakdown:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

### Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901;

<http://www.ods.ohio-state.edu/>.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at

[http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

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### Email

The professors will communicate with students via your OSU email account. Please make sure you check this account regularly and that you keep your account under quota. Also, please make sure you check the course's website in Carmen for announcements, assignment instructions, or supplementary materials. Students may use email to contact their professors outside of class, but please do not overuse email for simple questions that may be answered in class or in Carmen.

### Field Trip (to be scheduled):

Students will visit the Newark Earthworks, a 2000-year-old complex of geometric mounds aligned to the lunar calendar. During ancient times, this pilgrimage site was visited by people who came from hundreds of miles away. A lecture will connect this Hopewell Era people to the subsequent history of the Native peoples of the Midwest, who created sophisticated societies, migrated over time, and encountered Europeans during the seventeenth century. The Earthworks tour will serve to educate students about Native cultures, and to stimulate thinking about pilgrimage as well as migration.

On the Newark Earthworks, from the OSU Newark Earthworks web site:

- <http://www.octagonmoonrise.org/WhatAREne.html>
- <http://www.octagonmoonrise.org/traditionalVIEWPOINTS.HTML>
- <http://www.octagonmoonrise.org/Astronomy.html>

## COURSE OUTLINE

### **January 5 Introduction**

### **January 7 Theories of Im/Migration**

Caroline B. Brettell and James F. Hollifield, "Introduction," *Migration Theory: Talking Across Disciplines*, 2<sup>nd</sup> edition (Routledge, 2008), pp. 1-30.

Patricia R. Pessar, "Engendering Migration Studies: The Case of New Immigrants in the United States," in *Gender and U.S. Immigration: Contemporary Trends*, ed. by Pierrette Hondagneu-Sotelo (California, 2003), pp. 20-42.

Kathleen Neils Conzen, et al., "The Invention of Ethnicity in the United States: A Perspective from the USA," excerpted in *Major Problems in American Immigration and Ethnic History*, ed. by Jon Gjerde (Houghton Mifflin, 1998), pp. 22-28.

### **I. Precolonial and Colonial Period (100 B.C. – 1776)**

**January 12 Precolonial Society, Conquest and Colonization**

Takaki, Ch. 1 and 2 , pp. 1-48.

Alfonso Ortiz, "Indian/White Relations: A View from the Other Side of the 'Frontier'," in Frederick E. Hoxie and Peter Iverson, *Indians in American History, An Introduction* (Wheeling, Illinois: Harland Davidson, 1998) pp.1-14.

Selections from: Colin G. Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America* (Boston: Bedford/St. Martin's, 1994), pp. 43-52.

**January 14 Slavery, Diaspora & Displacement: Voluntary vs. Involuntary Migration**

Takaki, Ch. 3, pp. 49-74.

Jennifer L. Morgan, "'Deluders and Seducers of Each Other': Resistance" in Vicki Ruiz, *Unequal Sisters: An Inclusive Reader in U.S. Women's History, 4<sup>th</sup> Edition* (Routledge, 2007), pp. 60-82.

Excerpt from Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself* (Boston: Bedford Books, St. Martin's Press, 1995), pp. 46-58.

Dublin, Ch. 1, "The John Harrower Diary, 1773-1776," pp. 27-68.

**January 19 Colonial Societies: Gender, Family & Community Formation Frontiers of Inclusion or Exclusion**

Lucy Eldersveld Murphy, "To Live among Us: Accommodation, Gender, and Conflict in the Western Great Lakes Region, 1760-1832," in Andrew R.L. Cayton and Fredrika J. Teute, *Contact Points: American Frontiers from the Mohawk Valley to the Mississippi, 1750-1830* (Chapel Hill, University of North Carolina Press, 1998), pp. 270 – 303.

James E. Seaver, *A Narrative of the Life of Mrs. Mary Jemison* [1824] Edited with and introduction by June Namias (Norman: University of Oklahoma Press, 1992), pp. 66-82, 101-108.

Film: *Black Indians*

**January 21 Written Assignment 1 Due and Presentations**

II. *Creating a New Nation, 1776-1924*



**January 26 Nation Formation and Indian Removal: Exclusion and Segregation**

Takaki, Ch. 4 pp. 75-97.

Stephen Warren, "The Ohio Shawnees' Struggle against Removal, 1814-1830" in R. David Edmunds, ed., *Enduring Nations: Native Americans in the Midwest* (Urbana: University of Illinois Press, 2008) pp. 72-93

Film possibilities: *The Trail of Tears* (from *How the West was Lost* Part I, Vo. 2) or *500 Nations* excerpt

**January 28 The "Old" Immigrants and Westward Migration: Family, Religion, and Nativism**

Takaki, Ch. 6, 131-154.

Dublin, Chapter 3, "The Seyffardt letters, 1851-63, a German farm family in Michigan," pp. 87-109.

Film excerpt: on *The Mormons*, from the film series, *The West*

**February 2 Manifest Destiny and El Norte: Colonization as a Gendered Process**

Takaki, Ch. 7 and 12, pp. 155-176, and 292-310.

Dublin, Chapter 7, "The Galarza Family in the Mexican Revolution, 1910," pp. 203-233.

**February 4 In Search of "Gold Mountain"**

Takaki, Ch. 8 and 10, pp. 177-208 and 232-261.

"The Biography of a Chinaman: Lee Chew," [ 1903] in *Plain Folk: The Life Stories of Undistinguished Americans*, ed. by David M. Katzman and William M. Tuttle, Jr. (Urbana: University of Illinois Press, 1982), pp. 164-175

Dublin, Ch. 6, "The Childhood of Mary Paik, 1905-1917," pp. 173-202.

**February 9 The "New Immigrants:" Labor, Class, and Gender Formation**

Takaki, Ch. 11, pp. 262-291.

Dublin, Ch. 4, "Rosa Cassettari: From Northern Italy to Chicago, 1884-1926," pp. 110- 145.

Film: *Packintown, U.S.A.*

**February 11 Empire and Migration: Gender, Race, Class, and Nation**

Takaki, Ch. 9, pp. 209-231.

Edwin Maldonado, "Contract Labor and the Origins of Puerto Rican Communities in the United States," *International Migration Review* 13, no. 1 (1979): 103-121.

James A. Tyner, "The Global Context of Gendered Labor Migration from the Philippines to the United States," in *Gender and U.S. Immigration*, pp. 63-80.

**February 16 Written Assignment 2 Due and Presentations**

III. *The Twentieth Century*,

**February 18 Becoming a Gatekeeping Nation: Nativism, Law, and Sexuality**

Potential Guest Speaker on Contemporary Migration

Mae M. Ngai, "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924," *The Journal of American History*, Vol. 86, No. 1 (Jun., 1999), pp. 67-92.

Eithne Luibheid, *Entry Denied: Controlling Sexuality at the Border* (Minnesota, 2002), ch. 1, pp. 1-30.

**February 23 Moving Up North: Internal Migration, Race, and Gender**

Takaki, Ch. 13, pp. 311-338.

Elizabeth Clark-Lewis, "'This Work Had a End': African-American Domestic Workers in Washington, D.C., 1910-1940," in *To Toil the Livelong Day": America's Women at Work, 1780-1980*, edited by Carol Groneman and Mary Beth Norton. (Cornell University Press, 1987), pp. 196-212

Film: "Sweet Home Chicago"

**February 25 The Great Depression: Gender, Race, and Economics**

Ruiz, "'Star Struck': Acculturation, Adolescence, and Mexican American Women, 1920-1950" (Ruiz), pp. 363-378.

Weber, "*Raiz Fuerte: Oral History and Mexicana Farmworkers*," (Ruiz), pp. 417-426.

Brenda Child, "A New Seasonal Round: Government Boarding Schools, Federal Work Programs, and Ojibwe Family Life during the Great Depression," in R. David Edmunds, ed., *Enduring Nations: Native American in the Midwest* (Urbana: University of Illinois Press, 2008), pp. 182-194.

Film: *The Dust Bowl*

**March 2 WWII: Racialization and Gendered Forms of Mobility/Mobilization**

Takaki, ch. 14, pp. 339- 382

Dublin, Ch. 8, "Kazuko Itoi: A Nisei Daughter's Story, 1925-1942," pp. 234-259.

Ignatia Broker, *Night Flying Woman* (St. Paul: Minnesota Historical Society Press, 1983) pp. 3 - 7.

Film: *Faces of the Past, Voices of the Present*

**March 4 1945 - 1965: Refugees and American Indian Relocation**

Takaki, ch. 15, pp. 383-404

Rodolfo de León, "Leaving Cuba," in June Namias, *First Generation: In the Words of Twentieth-Century American Immigrants* Revised Edition (Urbana: University of Illinois Press, 1992), pp. 154 - 163.

James B. LaGrand, "Indian Work and Indian Neighborhoods: Adjusting to Life in Chicago during the 1950s," in R. David Edmunds, ed., *Enduring Nations: Native Americans in the Midwest* (Urbana: University of Illinois Press, 2008), pp. 195-213.

**Film: Native American Indian Center of Central Ohio**

**March 9 New Immigrants Post-1965: Family and Women**

Dublin, Ch. 10 "The Nguyen Family: From Vietnam to Chicago, 1975-1986," pp. 275-298.

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Pierrette Hondagneu-Sotelo, *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (California, 2001), Ch. 1-2, pp. 1-60

**March 11 Contemporary Patterns, Policies & Dilemmas**

Takaki, Ch. 16 and 17, pp. 405-439

Jorge Durand and Douglas Massey, "The Costs of Contradiction: US Border Policy, 1986-2000" *Latino Studies* 1:2, pp. 233-252.

Film: *A Day Without a Mexican*

**Finals: Final Student Papers Due and Exhibitions Presented**