

History 416  
**Immigration and Ethnicity in 20<sup>th</sup>-Century U.S. History**

Winter 2019  
Tues. and Thurs. 10:00 am-11:20 am  
McKenzie 473  
Office hours: Tuesdays & Thursdays 12 pm – 1 pm

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How have immigrants and their descendants defined themselves in modern American society? What understandings have also been imposed on them? In this class we will focus on the creation of two particularly powerful tropes\* about immigrants and ethnic groups in the twentieth century: “illegal alien(s)” and “model minorities.” We will draw from the work of historians as well as examine primary sources such as legal documents and media to explore who has been included in each group, how, and why. What “work” have these categories done, in legal and social terms? How have they changed over time, and why?

\*A trope is an archetype that often plays into stereotypes and preconceptions

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**What this course is designed to help you do:**

- Develop a body of knowledge with range and depth in order to enable you to make sense of current society in historical perspective
- Make and evaluate historical interpretations based on evidence and with historical context
- Engage a diversity of viewpoints in a civil and constructive fashion
- Demonstrate in writing and oral presentation how various sources may be synthesized into a cohesive argument
- *What do you hope to take from this class?* \_\_\_\_\_
- *How will you know if you've achieved your goal?* \_\_\_\_\_

**How to succeed in this class**

**Office hours:** I strongly encourage you to visit me during my office hours to discuss the class, the process of writing, or studying history in general. I look forward to getting to know each student as an individual. **Please make sure to see me at least once**, preferably before mid-quarter. My office hours are Tuesdays & Thursdays 12-1 pm, and by appointment. Feel free to email me during the week as well, but allow at least 24 hours for me to respond. Many questions can best be discussed in person, so it is often best to ask during office hours.

**Showing Up:** Your attendance and participation every week is critical. Please arrive promptly. Each student is allowed one “freebie” absence; however, perfect attendance will enrich your experience and your preparation. **You are responsible for all information given in class.** Up to two excused absences will only be granted with advance notice, severe illness, or for a documented emergency and must be made up with a written reading response. (Contact me for instructions.) After the “freebie,” each unexcused absence will result in a lowered grade. If you have any questions about this policy, please see me at the beginning of the quarter.

**What it means to be part of a learning community:** Come prepared to share your ideas based on the reading and to listen and respond to others. This class will involve a mix of lecture and discussion. Challenge yourself to speak at least once every class. If public speaking is difficult for you, make a plan to work up to it (and feel free to meet with me!). Not only will speaking enrich your learning, it is also an essential skill to learn for life after college. If you are someone who speaks up more readily, after you've participated once or twice in a class discussion make sure to leave room for others to contribute; challenge yourself to make any future comments directly engaging with or responding to something another student has said.

- Please be aware of how digital technology can interfere with others' and your ability to learn: ensure cell phones are silent and put away. Please do not use any recording devices without my prior written consent. Computers are allowed only with my written permission and demand special levels of responsibility. Come talk to me!

**Prepping before class:** In order to come prepared to speak with your classmates about the material, read actively and take notes. **Bring annotated copies of the assigned reading and/or your notes with you to class.**

**Being prepared means coming with notes that address these three considerations for each day's reading:**

1. What was the main argument or takeaway, in your own words?
2. What is the meaning and significance of the title (where applicable)?
3. Identify and prioritize a few key passages in the text that illustrate the main takeaway.

### **Assignments**

The assignments in this class will use *writing as a process of thinking* to build an *intellectual community*. They aim to facilitate intellectual growth, foster essential skills of collaboration, and be enjoyable as well. The two types of assignments are: a weekly reading journal with responses, and an abbreviated research paper. See separate "Assignments" instructions for more details.

Talk to me at least 3 days in advance of a deadline with questions about extensions. Late work will be graded down a third of a letter grade per day. Please raise any concerns right away.

### **Texts:**

- Ronald Bayor, ed. *Race and Ethnicity in American History: A Concise Reader*
- Mae Ngai, *Impossible Subjects*
- Additional readings will be posted on Canvas

The reading is meant to create a shared body of knowledge among the class. Much of the workload for this class will be devoted to your creative intellectual production: your thoughts about the reading expressed in the journal groups, your abbreviated research project, and your responses to each other's work. Overall, the emphasis is on **rigor** and **process**. Aim for depth over breadth.

*Some readings will include disturbing material and offensive language. History demands honest examination of painful and complex legacies. Please see me if you have any questions or concerns.*

**Class Evaluation:**

- 30% Reading journals and responses
- 20% Class attendance and verbal participation
- 20% Final draft of essay
- 15% Engagement with essay process
- 10% Working draft peer commentary
- 5% Group grade for compilation and presentation (note: this grade can help but not hurt an individual’s grade)

**Extra credit** is an opportunity to dig into a subject that interests you &/or to get credit for going to the writing center. (Bring a purple slip from the writing center to confirm your visit or upload a photo of it to “extra credit” on Canvas.) Up to a third of a letter grade can be earned for engaging with optional scholarly readings, documentaries, and/or relevant campus lectures. Work can be written summaries that draw connections to the course content, or can take other creative forms. Look at the instructions on Canvas and talk with me about any questions.

**UO has resources for you:**

Excellent resources for writing help and subject support are available for all students at the Tutoring and Learning Center in the library: <https://tlc.uoregon.edu/services/>

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 155 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)

All work must be original for this class. Students are responsible for understanding and complying with standards for academic integrity. For more details please consult: <https://studentlife.uoregon.edu/conduct>

**Week 1: Foundations**

Class 1 1/08	Read syllabus Clay Shirky, “ <a href="#">Why I Just Asked My Students to Put Their Laptops Away</a> ,” <i>Medium</i> , September 8, 2014. Familiarize yourself with materials on Canvas in the “Resources” folder: “How to Read a Primary Source” and “How to Read a Secondary Source”
Class 2 1/10	Andrew Heinze, “The Critical Period: Ethnic Emergence and Reaction, 1901-1929,” <i>Race and Ethnicity in American History</i> , Chapter 6, pp. 131-166 Post first reading journals on Canvas
	Explore databases to find possible primary (i.e. historical) sources. Skim assigned readings for what might be useful for you and to learn about what has already been written. Find one additional secondary source (article or book written by an historian) that will provide directly relevant context or other information to help you analyze your sources.

## Week 2: The Regime of Quotas and Papers

**Note: Prof. Mae Ngai will visit our class this week**

Class 1 1/15	Mae Ngai, <i>Impossible Subjects</i> , Introduction and Chapter 1, pp. 1-56 Post first peer responses to Canvas
Wed. 1/16	Strongly recommended (and eligible for extra credit according to the instructions): Mae Ngai will give a talk entitled "Nation of Immigrants: A Short History of An Idea." 6:30 pm at 175 Knight Law Center
Class 2 1/17	<i>Impossible Subjects</i> , Chapter 2, pp. 56-90
	Explore databases to find possible primary (i.e. historical) sources. Skim assigned readings for what might be useful for you and to learn about what has already been written. Find one additional secondary source (article or book written by an historian) that will provide directly relevant context or other information to help you analyze your sources.

## Week 3: What is the Meaning of Regulation?

Class 1 1/22	Adam McKeown, "Ritualization of Regulation: The Enforcement of Chinese Exclusion in the United States and China," <i>American Historical Review</i> Vol. 108, no. 2 (April 2003), pp. 377-403
Class 2 1/24	Libby Garland, "Not-quite-closed Gates: Jewish Alien Smuggling in the Post-Quota Years," <i>American Jewish History</i> , Vol. 94, no. 3 (Sept. 2008), pp. 197-224  <i>No reading journal due to writing assignment due Friday. Please come prepared to discuss the reading.</i>
Due Friday	On Canvas, post your annotated bibliography on Canvas.

## Week 4: Shifting Boundaries

Class 1 1/29	Thomas Guglielmo and Earl Lewis, "Changing Racial Meanings: Race and Ethnicity in the United States, 1930-1964," <i>Race and Ethnicity in American History</i> , Chapter 7, pp. 167-192
Class 2 1/31	NO CLASS. Please be sure to complete the reading to discuss on Tuesday.  <i>Impossible Subjects</i> , Chapter 3, pp. 91-126 <i>No reading journal due to writing assignment due Friday</i>
Due Friday	On Canvas, post your primary source report on Canvas.

### Week 5: War, Nationalism, and Alien Citizenship

Class 1 2/05	<i>Impossible Subjects</i> , Chapters 4 and 5, pp. 127-201
Class 2 2/07	<i>Impossible Subjects</i> , Chapter 6, pp. 202-224  Come prepared to divide into teams around themes that resonate with your historical questions and sources. Also be prepared to discuss your research process with your paper group.  Please note that your regular reading journal is due today on Canvas.
Due Friday	On Canvas in the "Week 5" module, post your reflective self-assessment of your peer response reading journals.

### Week 6: Pluralism and Nationalism in Post-World War II Immigration Reform

Class 1 2/12	Come with your working draft to workshop in class  <i>No peer response due to writing assignment due today</i>
Class 2 2/14	<i>Impossible Subjects</i> , Chapter 7 and Epilogue, pp. 225-270  <i>No reading journal due to writing assignment due Friday. Please come prepared to discuss the reading.</i>
Due Friday	On Canvas, post an 8-9 page working draft in your respective paper group.

### Week 7: The Creation of Model Minorities

Class 1 2/19	Madeline Hsu and Ellen Wu, "'Smoke and Mirrors': Conditional Inclusion, Model Minorities, and the Pre-1965 Dismantling of Asian Exclusion," <i>Journal of American Ethnic History</i> , Vol. 34 No. 4 (Summer 2015), pp. 43-65.  Mae Ngai, "Asian Immigration and the Myths Modeled around Model Minorities," <i>Pacific Standard</i> , Oct. 21, 2015
Class 2 2/21	William Petersen, "Success Story, Japanese-American Style," <i>New York Times Magazine</i> , Jan. 9, 1966, pp. 20-21, 33, 36, 38, 40-41, 43  <i>No reading journal due to writing assignment due Friday. Please come prepared to discuss the reading.</i>
Due Friday	On Canvas in your respective paper groups, post your 2-3 <i>single spaced</i> pages of commentary for your 2 assigned group members, according to the instructions. Please label the document with each person's name so that they can find it easily.  You will reflect on your peers' commentary as you revise your own draft and use the self-guided revision process according to instructions.

### Week 8: Individual paper meetings

Class 1 & 2	<i>No class this week: plan to meet with me individually to discuss your papers. I strongly encourage your paper groups to meet during this time to workshop papers and discuss your introduction and presentation.</i>
Due Friday	IF you want my feedback, you can choose to turn in your completed draft to me, with a 1-2 page “reader’s response” where you explain how you responded to your group-mates’ commentary and your own self-guided revision process. You will then integrate my feedback into your final revised drafts. Asking for my feedback is a recommended but optional step. If you request my input, you must engage with both conceptual and textual feedback in the final draft.

### Week 9: Jewishness and American “Racial Alchemy”

**Note: Prof. Mae Ngai will visit our class this week**

Class 1 3/05	Matthew Frye Jacobson, “Looking Jewish, Seeing Jews,” from <i>Whiteness of a Different Color</i> , pp. 171-200 Jonathan Freedman, “Transgressions of a Model Minority,” <i>Shofar</i> , Vol. 23, No. 4 (Summer 2005), pp. 69-97
Class 2 3/07	<i>We will briefly step out of our chronology to examine how Mae Ngai brings a historical perspective into contemporary political debates through media:</i> Mae Ngai, “Immigration’s Border-Enforcement Myth,” <i>New York Times</i> , Jan. 28, 2018 Torrie Hester, Mary Mendoza, Deirdre Moloney and Mae Ngai, “Now the Trump administration is trying to punish legal immigrants for being poor,” <i>The Washington Post</i> , August 9, 2018

### Week 10: Closing the Twentieth Century

Class 1 3/12	Timothy Meagher, “Racial and Ethnic Relations in America, 1965-2000,” pp. 193-240 Kathryn Schulz, “Citizen Khan,” <i>The New Yorker</i> , June 6, 2016
Class 2 3/14	<b>Student presentations of essay topics:</b> Your group will share your work with the rest of the class in brief oral presentations. The presentation should offer an analytical understanding of the group’s analyses. Put your papers in conversation with each other and with course material. You are welcome to meet with me ahead of time to discuss your presentation. Please practice in advance. Any insights that come from Q&A with the group should be incorporated into the final essay, due next week.

### Week 11: Finals Week

DUE 3/21	Email me your reflective self-assessment of the peer response reading journals Your group document and your individual documents are due via Canvas. (See Assignment instructions for more details.)
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