OVERVIEW: The purpose of the class is to introduce students to the roles of immigration and ethnicity in American history. By the end of the semester, you ought to be able to answer the following questions: 1) Why have so many people of diverse backgrounds chosen to live in the United States? 2) How have their lives changed in this country? 3) How were they treated by Americans upon their arrival? 4) Why has nativism been so prevalent throughout American history? and 5) What are the roles of ethnicity and ethnic conflict in American life?

LEARNING OBJECTIVES: By the end of the term, students should be able to: 1) comprehend and articulate the events, trends, ideas, people, and laws that have shaped American immigration history; 2) create an original scholarly argument by analyzing historical documents, both discursive and statistical, involving American immigration history; 3) convey historical information and interpretations in a well-organized, sophisticated manner that follows proper rules of grammar and syntax in a style of appropriate to the discipline; 4) demonstrate mastery of the citation rules of the history discipline; 5) analyze the diverse experiences of various American immigrant groups in different periods of American history and use cultural comparison to understand how their social, cultural, and economic contexts have shaped their behaviors and reception.

REQUIREMENTS: It is vital that students come to class and do the reading. The written requirements for the course will consist of two 1,500-word papers and one 3,000-word research paper. The research paper will require students to research the immigration history of a member of their own family and to place their family member's experience in the context of the overall immigration from that place in that period. The assignments will carry the following weight:

First five-page paper----------20% Research paper----------30%
Second five-page paper--------20% Final Exam----------25%

PAPERS: The papers will be graded on the basis of: 1) whether or not you explicitly answer the question(s); 2) how well you substantiate your answer with facts and quotations (especially of primary sources, i.e. people alive in the time you are writing about); 3) the sophistication of your answer; 4) the thoroughness of your research (research paper only); 5) the clarity of your statistical analysis (when applicable); and 6) how well the paper is written and organized. Do not use margin or font tricks to try to hide the true length of your paper (the five-page paper should be about 1,500 words and the ten-page paper 3,000 words). I care more about the quality than the quantity, though an overly long paper is usually one that should have been edited to remove the weaker material and wordiness. Papers will be downgraded ONE FULL LETTER-GRADE if late, unless an extension has been granted BEFORE the day the paper is due. Late papers will not be accepted once the on-time papers have been returned unless permission has been granted by the instructor. Papers may not be submitted by e-mail. You must keep a copy of your papers until they are returned because papers can be misplaced from time to time. BACKUP your work as you go!!!!! In the research paper, use footnotes. In the other papers, you may instead use parentheticals “(Games, 27)” to cite your sources. See “Guide to Writing History Papers” in “Assignments” on Blackboard for more suggestions.
PLAGIARISM: I vigorously prosecute all suspected cases of plagiarism and cheating. Borrowing someone else's words without giving them credit is plagiarism. Closely paraphrasing someone else's work without making substantive changes to the content is plagiarism. Handing in a paper written completely or in part by someone else or for another class is academic dishonesty. Using sources other than those specified for the assignment without permission is academic dishonesty as well. But these facts do not mean you should footnote every sentence of your paper. Well-known facts taken from the readings do not need to be cited at all. Use the books assigned for this class as a model for citation expectations. The most sophisticated papers will have no more than one or two or at most three footnotes per paragraph. If you are unsure of the rules, see me before you hand in your papers.

RELIGIOUS HOLIDAYS AND DISABILITIES: If you will miss class due to religious observance, that must be conveyed to me the first week of the semester as specified in the GW religious holidays policy. For details, see: students.gwu.edu/accommodations-religious-holidays. Students with disabilities requiring accommodation should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate accommodations. For additional information please refer to: https://disabilitysupport.gwu.edu/. In addition, the University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. See https://healthcenter.gwu.edu/mental-health or call 202-994-5300.

SAFETY: In case of an emergency, if at all possible, shelter in place in the classroom. Read the “ReadyGW” guide at the end of the syllabus so you are prepared for any possible emergency.

TIME COMMITMENT: Over 14 weeks, students will spend 2.5 hours (150 minutes) per week in class (35 hours for the semester). Reading assignments are estimated to take around 300 minutes per week (70 hours for the semester). Preparation for each five-page paper should take approximately 8 hours and the research paper should take 16 hours (32 hours total), and preparing for the final exam should take another 8 hours. That makes a total of 145 hours, or 10 hours per week.

READINGS: The reading averages 150 pages per week. The following books will be used in the class (all but Kamphoefner should be available for purchase at the bookstore):

- Roger Daniels, Coming to America
- Alison Games, Migration and the Origins of the English Atlantic World
- Miller, et al., Irish Immigrants in the Land of Canaan
- Walter Kamphoefner, ed., News From the Land of Freedom
- Ronald Takaki, Strangers From a Different Shore
- Irving Howe, World of Our Fathers
- Simone Cinotto, The Italian American Table
- Jacob Riis, How the Other Half Lives (Dover ed. only)

WARNING: Changes to this syllabus may be made at any time. If you miss class it is your responsibility to find out what changes may have been announced in class.

ASSIGNMENTS: Remember, all readings should be completed by the Monday of the week under which they are listed, unless you are told otherwise in class.
JANUARY 17: Introduction

JANUARY 22-24: Colonial Immigration (120 pages of reading this week)
Games, *Migration*, chs. 1-4 (in bookstore or “Electronic Reserves” on Blackboard)

JANUARY 29-31: British Immigrants in the Eighteenth Century; Library Visit
(meet on the 31st in GELM 300);
Games, *Migration*, ch. 7; Miller, *Irish Immigrants*, chs. 1-2

FEBRUARY 5-7: The Irish Potato Famine and the Famine Migration to America (130)
Miller, *Irish Immigrants*, chs. 4-5; Daniels, *Coming to America*, chs. 4-5

NOTE: FEBRUARY 7 IS THE DEADLINE TO DISCUSS RESEARCH PAPER AT MY OFFICE HOURS.

FEBRUARY 12-14: Germans in Antebellum America; The Know Nothing Movement (170)
*News From the Land of Freedom*, chs. 1-4 (in “Electronic Reserves” on Blackboard)
Daniels, *Coming to America*, pp. 121-164

FEBRUARY 21: Immigrants and the Civil War (170)
*News from the Land of Freedom*, chs. 9-13, 18; Daniels, *Coming to America*, pp. 166-184

FIRST PAPER DUE IN CLASS February 21: Did religion, race, economics, or ethnicity play the largest role in determining the experiences of immigrants in America from 1607-1860? Use facts and quotations from Games, Miller, and Kamphoefner to substantiate your answer in an essay of about 1,500 words. NOTE: DO NOT WRITE ABOUT REASONS FOR IMMIGRATING; DISCUSS EXPERIENCES AFTER ARRIVAL!!!

FEBRUARY 26-28: Scandinavians on the Great Plains (discussion of next paper); Chinese Influx
Takaki, *Strangers From a Different Shore*, chs. 2-3, 5; Riis, *Other Half*, ch. 9

MARCH 5-7: The “New” Immigration; Jewish Immigrants (and more on next paper) (155)
Daniels, *Coming to America*, ch. 8; Howe, *World of Our Fathers*, chs. 2-5;
Riis, *Other Half*, chs. 9-12

MARCH 19-21: Tenement Life; The Italian Immigrant Community, Part One (190)
Cinotto, *Italian-American Table*, chs. 1-4; Daniels, *Coming to America*, ch. 7

MARCH 26-28: Italian Immigration, Part Two; Immigrants and the Labor Movement (140)
Cinotto, *Italian-American Table*, ch. 6; Riis, *Other Half*, chs. 1-8

March 26: Second Paper due. For this assignment, each student (or group of two students) will prepare a study of an Irish immigrant enclave in New York. If done solo, the paper should be about 1,750 words in length. If done in a group of two, it should be about 3,500 words long. The questions from which you can choose are listed at:
http://beyondragstoriches.org/exhibits/show/collegeteachers/research-ideas
Clicking on a question leads you to the documents that will help you answer it. Whatever the paper length and topic you choose, the paper should answer the “what was life like” question in several ways. For example, your essay might consider work, housing, and savings. In
discussing work, you might address both the kinds of work your immigrants did and the possibility of changing occupations. In addressing housing, you might consider the extent to which they moved (both around NY and around the USA). You could discuss family size and what the immigrants’ children did as well. Use charts of graphs when they are the best means to convey the information you are addressing. Use brief biographical sketches of your immigrants to illustrate your points when possible. Like all papers, this one should have an introduction and conclusion as well, though both should be concise. Feel free to use the “Anbinder City of Dreams Irish chapters” pdf file in “Electronic Reserves” on Blackboard, which contains a chapter on the great Irish famine and another on the Famine immigrants’ lives in New York, as context for the immigrants in your document set.

APRIL 2-4: Jacob Riis and Mulberry Bend; Postbellum Nativism (165)
Takaki, Strangers From a Different Shore, chs. 6-7, 9
Daniels, Coming to America, pp. 258-284; Riis, Other Half, chs. 15-17

APRIL 9-11: Immigration Restriction; Immigration Since World War II (165)
Daniels, Coming to America, chs. 11-13; Takaki, Strangers, chs. 10-12

APRIL 16-18: Immigration Since World War II; Contemporary Immigration
RESEARCH PAPER DUE IN CLASS ON APRIL 18!!!!

APRIL 23-25: Student Presentations on research papers; Assimilation
Daniels, Coming to America, chs. 16-17;

APRIL 30-MAY 2: Immigrants and the Economy; Immigration Policy Today and Tomorrow
Read the “Contemporary Immigration,” “Immigrants and the Economy,” and “Assimilation and Transnationalism” newspaper articles that will be posted in “Electronic Reserves” on Blackboard by mid-April. These articles will form the basis of your final exam essay.

MAY 4: Voluntary Final-Exam Review Session, 2:30-3:30, PHIL 348
RESEARCH PAPER FOR HISTORY 3366

Format: Your paper should be about 3,000 words, not including the bibliography or footnotes. It must use sources other than those assigned for class, though assigned readings can be used as well. The sources used for your paper should be listed in a bibliography, and the sources for quotations and other important factual information must be cited in footnotes.

Consultation: You MUST see me at my office hours no later than February 7 to discuss which ancestor from your family you will focus upon. Most of you will have several ancestors, from more than one ethnic group, from which to choose. It is fine to come to our meeting undecided—I will point out the advantages and disadvantages of each option at our meeting, taking into consideration the research materials available online, at GW, in Washington, and in published sources. The availability of a living relative to describe the immigrant experience in your family is also a factor to consider in choosing which country or ancestor to choose.

Research Questions: Your paper should answer as many of the following questions as possible:
1) From where did your chosen ancestor emigrate?
2) When did she emigrate, why she emigrate, where did she land, and where did she settle?
3) What was his life (housing, jobs, etc.) like when he got here?
4) How did she adjust her old customs to those in America?
In some cases, you may not be able to answer all these questions, but do not ignore the questions you cannot answer. Instead, note in the paper which ones you cannot answer due to a lack of evidence.

Your paper should next answer ALL of the following questions for other people who emigrated at that time, from that place, and to that place. If your immigrant settled in a place where few other immigrants from his or her homeland settled (and you therefore can’t find much information about what life was like for other immigrants in that place), then answer these questions for the more typical place in which immigrants from your ancestral homeland settled (but consult with me to be sure you choose an appropriate comparison).
1) Why did most emigrants from your chosen source choose to leave for America?
2) What was the trip to America like?
3) Where did most emigrants from that country settle?
4) What were their living conditions like?
5) What were the most common occupations followed by these people before they left their homeland? What jobs did the immigrants take in America?
6) How was your chosen immigrant group treated by native-born Americans?
7) How or to what extent did the immigrants assimilate?
Use statistics where appropriate to document your answers to these questions.

Research Expectations: A variety of information on one’s immigrant ancestors, in the form of naturalization papers, ship manifests, etc., can usually be found at the National Archives or on ancestry.com, and you will be downgraded if you appear not to have made a serious effort to find this information. In addition to the grading criteria listed on the first page of this syllabus, papers that do not seem to have been based on a sufficient number of sources (in most cases, six sources is the minimum) will be downgraded. TRY AS MUCH AS POSSIBLE TO USE A VARIETY OF
Organizational Suggestions: The following format is suggested for the research paper.

I. Introduction. (approximately 1/2 page)
   A. Introduce the topic of your paper and your thesis.

II. Your ancestor’s experience. (from one to two pages, depending on how much you know)
   A. Where did your chosen ancestors emigrate from?
   B. When did she emigrate, why did she emigrate, where did she land, and where did she settle?
   C. What was his life like when he got here?
   D. How did she adjust her old customs to those in America?

III. The Context. (7 to 8.5 pages) Compare the common experience with that of your ancestor.
   A. Why did most emigrants leave your chosen place?
   B. What was the trip to America like?
   C. Where did most emigrants from that country settle?
   D. What were their living conditions like?
   E. What were the most common occupations followed by the people who emigrated when they lived in their country of origin? Did the immigrants take different jobs in America?
   F. How were the immigrants treated by native-born Americans?
   G. To what extent did the immigrants assimilate?

IV. Conclusion
   A. Recap findings; put findings and thesis into a larger context.

Documentation: You must use footnotes (not endnotes) to explain where your information comes from. Use the following format for footnotes:

BOOKS:
1. Kerby Miller, *Emigrants and Exiles: Ireland and the Irish Exodus to North America* (New York, 1985), 166-167. (first cite gives all information; note that these book titles are in italics!)
2. Miller, *Emigrants and Exiles*, 179. (Second citation has last name, short title, and page #)
3. Miller, 180. (Use this format only immediately after using the format in number 2.)

JOURNAL ARTICLES:
4. Oliver MacDonagh, "The Irish Famine Emigration to the United States," *Perspectives in American History* 10 (1976): 370-371. (The journal title is in italics, but the article title is not.)
5. MacDonagh, "Irish Famine Emigration," 361-366. (short second citation)
6. McDonagh, 367. (Use this format only immediately after using the format in number 5.)

Miscellaneous Reminders: Footnotes are indented just like other written paragraphs. Also note that unlike the rest of your paper, notes and bibliographies should not be double-spaced. Be sure to number your pages. Be sure not to use contractions or abbreviations in a formal paper of this type. Do not double-space block quotations. Do not forget a title. Do not use sub-headings.
Bibliography: Research papers MUST have a bibliography; book and article entries look like this:


Note that in bibliographies, every line except the first is indented (a hanging indent). With both notes and bibliographies, when in doubt, be consistent. For those who want more format suggestions for notes, see *The Chicago Manual of Style*.

How to find information about your ancestor:
FIRST, get as much information as you can from your family.
SECOND, check ancestry.com or familysearch.org
THEN see me in my office for advice on how to find more.

The most useful sources are ship manifests, which document the arrival of your ancestor, and the censuses, which will help you document the early years of his or her life in America. Both are available on ancestry.com and familysearch.org

For the other immigrants you will compare with your ancestor, work in the following order:
1) For articles, *America: History and Life* (database of articles; lists some books but they are harder to find). Access via Aladin: Under “Databases by Title,” click on “A,” then click on “America: History and Life.” Be sure to vary your search terms to get the most choices
2) For books, GW Libraries Catalog, Google Books, etc.
3) Browse the stacks around the call numbers of the books found in #3. Also check:
   E 184—divided by ethnic group
   F—organized by geographic location
   D—for sources of immigration
4) Check bibliographies and footnotes in the first books and articles you find
5) Browse the stacks of Gelman and other libraries electronically
7) [https://www.lib.umn.edu/ihrca](https://www.lib.umn.edu/ihrca) and [http://ocp.hul.harvard.edu/immigration/](http://ocp.hul.harvard.edu/immigration/) These are the immigration collections of the University of Minnesota and Harvard, online.
8) Come see me. Bring a printout of your bibliography so far.
EMERGENCY PREPAREDNESS INFORMATION – SYLLABUS INSERT

Instructor: Anbinder
Course: HIST 3366
Building/Room#: Corcoran

Non-Emergency Numbers
- Foggy Bottom (GWPD).......... 202-994-6110
- Mount Vernon (GWPD)........... 202-994-6111
- VSTC ( Loudoun County) ......... 703-777-0637
- GW Information Line ............. 202-994-5050
- VSTC Information Line .......... 703-726-8333

Emergency Numbers
- Foggy Bottom (GWPD).......... 202-994-6111
- Mount Vernon (GWPD)........... 202-242-6111
- Virginia Campus ( Loudoun County) .......... 911
- Other Locations .................. 911

Fire
- Pull the fire alarm
- Leave the building immediately using the closest emergency exit, closing doors behind you
- Call GWPD (202-994-6111) or 911 when safe to do so
- Assemble in a designated area
- Re-enter the building only when instructed by officials
  - Do not assume an alarm is false
  - Do not use elevators
  - If unable to exit the building, go to the nearest exit stairwell or safe area of refuge and call GWPD or 911 to report your location
  - If trained, use a fire extinguisher if the fire is small and contained, and the room is not filled with smoke

Two emergency exits are located: at either end of the hall

Primary meeting area (near): in front of the building
Secondary meeting area (far): across 23rd St.

Severe Weather
Thunderstorms are the most common type of severe weather in the Washington, DC metropolitan area. However, winter storms, extreme hot/cold temperatures, flooding, tornadoes and hurricanes can occur. Check CampusAdvisories.gwu.edu for up-to-date weather advisories and information.

Shelter-in-place for severe weather events:
- Seek shelter indoors in a low part of the building
- Move to a windowless interior room away from hazardous materials
- Take cover under a sturdy object or against an interior wall
- Monitor Campus Advisories and local media
- Wait for the all clear before leaving your safe space

Violence/Active Shooter
If an active shooter is in your vicinity, call GWPD or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims.

Evacuate: If there is an accessible escape path, attempt to evacuate the premises
  - Have an escape route and plan in mind; leave your belongings behind; follow instructions of police officers
  - Hide Out: If evacuation is not possible, find a place to hide where the active shooter is less likely to find you
    - Hide in an area out of the shooter’s view; provide protection; lock the doors; block entry to your hiding place; silence your phone; wait for law enforcement

Take Action: As a last resort only when your life is in imminent danger, attempt to disrupt or incapacitate the shooter:
  - Act as aggressively as possible against him/her; yell; throw items; commit to your actions

Emergency Communications
GW Campus Advisories (CampusAdvisories.gwu.edu) is the University’s primary website used for communicating emergency preparedness and incident-related information, including class cancellations, to the GW community.
GWAAlert is a notification system that sends emergency alerts to email addresses and mobile devices. Students, faculty and staff may update their account and add additional contact information at www.banner.gwu.edu.
Local media, such as 103.5FM or WTOP.com, delivers additional community awareness.

The Office of Emergency Management, in collaboration with the Provost’s Office, Academic Year 2013-2014. This document and other resources are available on GW Campus Advisories.