OVERVIEW: The purpose of the class is to introduce students to the roles of immigrants 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?

REQUIREMENTS: It is vital that students come to class, do the reading, and participate in the discussions. The written requirements for the course will consist of two five-page papers (one of which will be done in groups) and one ten-page research paper. The ten-page paper will require students to research the immigration history of a member of their own family and to place their family's experience in the context of immigration from that place in that period. The various assignments will carry the following weight:

- Five-page paper-------------------------25%
- Research paper---------37.5%
- Group Demographic Study----------12.5%
- 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 specific facts and quotations (especially of primary sources) from the books; 3) the sophistication of your answer; 4) the thoroughness of your research (research paper only); 5) the clarity of your statistical presentations (when appropriate); 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. 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. Papers MUST be typed and will be down-graded 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. Papers may not be submitted by e-mail or in any other electronic form. Please keep a copy of your paper because papers can be misplaced from time to time. BACKUP your work as you go!!!!!

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. Uncontroversial facts taken from the readings do not generally need to be cited at all. Use the books assigned for this class as a model for footnote expectations. The most sophisticated papers will have no more than one or two footnotes per paragraph. If you are unsure of the rules, see me before you hand in your paper.
READINGS: The readings average 150 pages per week. The following books will be used in the class (most are available for purchase at the bookstore):

Roger Daniels, *Coming to America*
Alison Games, *Migration and the Origins of the English Atlantic World*
Bernard Bailyn, *Voyagers to the West*
Walter Kamphoefner, ed., *News From the Land of Freedom*
Ronald Takaki, *Strangers From a Different Shore*
Irving Howe, *World of Our Fathers*
Robert Orsi, *Madonna of 115th Street*

WARNING: I will give weekly quizzes and/or a final exam if it becomes clear in the discussions that students are not doing the reading. 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 otherwise instructed in class.

JANUARY 15-17: Introduction; Colonial Immigration (120 pages of reading this week)
   
   Games, *Migration*, chs. 1-4

JANUARY 22-24: Colonial Immigration; Library Visit (meet on the 24th in GELM 301) (230)
   
   Games, *Migration*, ch. 7; Bailyn, *Voyagers to the West*, chs. 1-2, 4-6

JANUARY 29-31: British Immigrants in the Eighteenth Century; The Irish Potato Famine (130)
   
   Bailyn, *Voyagers to the West*, chs. 7-10 (through p. 352)
   Daniels, *Coming to America*, chs. 4-5

   NOTE: JAN. 31 IS THE DEADLINE TO DISCUSS RESEARCH PAPER AT MY OFFICE HOURS.

FEBRUARY 5-7: The Irish and Germans in America; The Know Nothing Movement (170)
   
   News From the Land of Freedom, chs. 1-4
   Daniels, *Coming to America*, pp. 121-164

   Demographic research groups assigned in class on February 5. Be sure to be in class that day.

FEBRUARY 12-14: Immigrants and the Civil War; Scandinavians on the Northern Plains (170)
   
   News From the Land of Freedom, chs. 9-13, 18
   Daniels, *Coming to America*, pp. 166-184

   **FIRST PAPER DUE IN CLASS FEBRUARY 14:** 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, Bailyn, and Kamphoefner to substantiate your answer. NOTE: DO NOT WRITE ABOUT REASONS FOR IMMIGRATING; DISCUSS EXPERIENCES AFTER ARRIVAL!!!

FEBRUARY 19-21: The Chinese Influx; the “New” Immigration (160)
   
   Takaki, *Strangers From a Different Shore*, chs. 2-3, 5

FEBRUARY 26-28: Jewish Immigrants and Tenement Life (125)
   
   Daniels, *Coming to America*, ch. 8; Howe, *World of Our Fathers*, chs. 2-5
MARCH 4-6: The Italian Immigrant Community (190)
Orsi, *Madonna of 115th Street*, chs. 1-6
Daniels, *Coming to America*, ch. 7

**NOTE:** MARCH 6 is “Share a Document Day.” Every member of class is required to come to class with a page from the census, a naturalization certificate, an Ellis Island record, or something similar that you have found in doing work on your ancestor. Absence or lack of a document will be penalized on the research paper.

MARCH 11-13: Immigrants and the Labor Movement; Mulberry Bend (70)
Orsi, *Madonna of 115th Street*, chs. 7-8

**MARCH 13: Group Demographic Paper due.** For this assignment, students will be assigned to a group based on their research paper topics (so that those with similar topics will work together). Each group will prepare a demographic study of a block (at least 25 residences) in an immigrant enclave. The study should include a description of and analysis of the nativity, residential, occupation, gender, marriage, age, family, and naturalization characteristics of the block’s population. Each demographic characteristic should be conveyed with a chart or graph, followed immediately by a short paragraph that analyzes what was found and why. You must identify the block and the year that you have studied and include a photocopy of a sample page of the census you examined. Groups will be assigned in class on February 5 & a model demographic study will be posted on Blackboard by that date.

MARCH 18-20: SPRING BREAK!!!!

MARCH 25-27: Postbellum Nativism; Immigration Restriction (135)
Takaki, *Strangers From a Different Shore*, chs. 6-7, 9
Daniels, *Coming to America*, pp. 258-284

**MARCH 30—SAVE THE DATE: OPTIONAL CLASS TRIP TO NEW YORK. WE WILL VISIT ELLIS ISLAND, THE LOWER EAST SIDE TENEMENT MUSEUM, TAKE WALKING TOURS OF HISTORIC IMMIGRANT NEIGHBORHOODS, AND EAT ETHNIC FOOD!** A guide to the trip is posted on Blackboard.

APRIL 1-3: Immigration Since World War II (165)
Daniels, *Coming to America*, chs. 11-13; Takaki, *Strangers*, chs. 10-11

APRIL 8-10: Oral Reports on research papers (20)
Takaki, *Strangers*, ch. 12; **RESEARCH PAPER DUE IN CLASS ON APRIL 8!!!!!!!**

APRIL 15-17: Contemporary Immigration; Assimilation (60 plus about 50 newspaper articles)
Daniels, *Coming to America*, chs. 16-17
Read the “Contemporary Immigration” and the “Assimilation and Transnationalism” newspaper article files posted on Blackboard.

APRIL 22-24: Immigrants and the Economy; Immigration Policy for the Present and Future
Read the “Immigrants and the Economy” newspaper articles posted on Blackboard. These articles (and last week’s) will form the basis of your final exam essay.
RESEARCH PAPER FOR HISTORY 166

Format: Your paper should be approximately ten, double-spaced typed pages long (about 3000 words, not including the bibliography). 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 January 31st to discuss which ancestor from your family you will focus upon. Most of you will have more than one ancestor, 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 for your ancestors:
1) Where did your chosen ancestor emigrate from?
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 such questions in your paper. Instead, note which ones you cannot answer some due to a lack of evidence.

Your paper should then answer ALL of the following questions for other people who emigrated at that time, from that place, and to that place:
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 in the country of origin by the people who emigrated from their country? What jobs did the immigrants take in America?
6) How were the immigrants 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., is easily found at the National Archives, and you will be downgraded if you appear not to have made a good-faith 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 variety of sources (in most cases, six sources is the minimum) will be downgraded. TRY AS MUCH AS POSSIBLE TO USE A VARIETY OF SOURCES FOR EACH PARAGRAPH, as a variety of evidence most convinces the reader of the strength of your argument.
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 three 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 1/2 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. How 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 cite is just last name, short title, and page #)

JOURNAL ARTICLES:
   3. 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.)
   4. MacDonagh, "Irish Famine Emigration," 361-366. (short second cite)

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 Kate Turabian’s *Manual of Style* or *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 Ellislandrecords.org if your ancestor arrived from 1892-1924.
THEN see me in my office for advice on what to look for at the National Archives.

At the National Archives, the most useful sources are the 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. Most of the census is now available in an on-line database called Ancestry Plus. At the Archives, go past security toward the back, then to the far right and ask a librarian how to get on Ancestry Plus. You can bring up the actual census page on-line and then print them out for free. This database, called ancestry.com, is also available on-line if you are willing to subscribe (but it is not cheap). The Archives subscribes, which is why you can use it there for free. Ancestry.com may offer a free 30-day trial. **But be forewarned—they make it VERY difficult to quit.**

For the other immigrants you will compare with your ancestor, work in the following order:

2) *America: History and Life* (database of articles; lists some books but they are harder to find)
   Access via Aladin: Under “Databses by Title,” click on “A,” then click on “America: History and Life.” Be sure to vary your search terms to get the most choices
3) Aladin, Google Book Search, etc.
4) 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
5) Browse the stacks of Gelman and other libraries electronically
6) Check bibliographies and footnotes in the first books and articles you find
7) Come see me.