Immigrants, Minorities and American Pluralism

Course Themes and Objectives
As the second course in the sophomore Social Relations sequence, MC281 provides a historical complement to the understanding of social theory you developed in MC280. In this class, we will focus on immigrants, racial and ethnic groups to explore the historical dynamics of intergroup relations in the United States. Our goals are to gain a broad understanding of the historical development of race, ethnicity, and immigration in the United States, as well as develop our critical skills in interpreting and evaluating history. In addition to readings from cultural, social, and intellectual histories, this course will also introduce you to varied historical sources. Throughout the semester, we will pay special attention to visual documents and history textbooks, both of which shape the ways in which we see and understand race and ethnicity in America.

This course takes a historical approach, but is not a historical survey. Rather, it focuses on significant shifts in ways that people thought about and lived race in the United States. We will also consider the questions: Why do we study American history? How has the teaching of American history changed over time? And what role has history played in American understandings of race and ethnicity?

This course will be run as a collaborative workshop, combining lectures and discussions. Throughout this course, you will gain an understanding of important concepts regarding race, ethnicity, and immigration in the United States, as well as a familiarity with significant debates about assimilation, acculturation, pluralism, and multiculturalism.

Course Materials
Required Books
All required books are available for purchase from the College Store, Ned’s Bookstore, the Student Bookstore, and the Spartan Bookstore. Books are on reserve in the University Library and the Madison College Library. If you have circumstances that make it difficult to purchase the books or access them at university reserves, please let me know as I should be able to loan you some of these books.


**Please make sure that you have the 2007 revised edition (or a later edition).**


Electronic Texts
In order to save you money, this course does not have a course pack but uses electronic articles. Most of these articles (marked E in the syllabus calendar) are available directly on the internet or through MSU library electronic resources. If the hyperlink works, electronic articles are very convenient to access. However, these links may not work for a number of reasons which I cannot control; these include the type of computer that you use, the type of web browser that you choose, etc. Therefore, I always provide a full citation for electronic readings so that you can access them even if the hyperlink doesn’t work. There are a number of ways that you can do this. You can click on “electronic resources,” type the journal title into “find electronic journals,” and search or browse for the relevant volume, number, and page numbers. You can type the author’s name, short sections of the title, and/or the journal name into SearchPlus. You can also call the library help line at 800-500-1554 or 517-355-2345 so that they can troubleshoot any problems.

In addition, some electronic articles that are not available via the MSU library electronic resources are available on D2L (marked D in the syllabus calendar).

Please make sure that you access these well in advance of class as you may occasionally encounter difficulties in locating or printing these readings. I recommend locating and printing in hard copy (or saving to pdf) all the electronic readings at the beginning of the course. If you are unable to locate any of the readings, you may talk with me about this or check the copies of these readings on reserve in the Madison Library. **Difficulties with locating or printing electronic texts is never an acceptable reason for not doing the reading or not bringing a copy of the reading to class (in either paper or electronic form). Students who do not bring a copy of the readings to class will be penalized in their participation grade.**

Course Requirements, Assignments and Expectations

- Participation (15%)
- Five in-class mini-exams/qualitative quizzes (5% each; 25% total)
- Visual image analysis paper (20%)
- Research proposal and bibliography (10%)
- Draft research paper (10%)
- Research paper (20%)

**Participation (15%)**
Class sessions will use both lecture and discussion to strengthen your understanding of the course themes and to improve your critical historical skills. Each session will be organized on the assumption that you have carefully read the assigned texts and that you are prepared to discuss them thoughtfully. The participation requirements for this course are structured to recognize the importance of discussion, but also to reflect the fact that not all students are comfortable with the same types of participation. The requirements are as follows:

- Attend all class sessions and arrive promptly for class. **Repeated late attendance disrupts the class and will be reflected in your participation grade.**
- **Read all required materials carefully and bring a copy of the readings to class.**
- Comments that make reference to specific passages from the readings are more highly valued than those that do not, as they allow us to dig deeply into the readings. Therefore, I encourage you to prepare for class meetings by developing your own notes on and questions about the readings. Comments that demonstrate that you have not only read carefully but also listened
attentively as other students are speaking are also highly valued as they allow us to develop a thoughtful, sustained conversation about the readings.

- Make informed, thoughtful contributions to large and small group discussions consistently throughout the semester.
- **Meet with professor to discuss your research project during office hours or by appointment.** You may choose to meet with me during office hours to discuss any issue related to the course. Ideally, you should attend office hours more frequently than once per semester, especially if you are quieter during class or have concerns about the course. However, one meeting to discuss your research project is the required minimum.
- In the case of a significant, unavoidable conflict (such as a religious holiday or debate team event) or an emergency (such as hospitalization), you will receive an excused absence for class. Religious observances do not require documentation, but other excused absences should be documented.
- In other cases, such as car breakdowns, minor illnesses, etc., you will receive an unexcused absence. **Students with four or more unexcused class absences will not be eligible to receive a participation grade and may not be eligible to receive a course grade.**
- Additional attendance. **In addition to our regular class sessions, students are required to attend two events related to our course themes** (MLK Day activities, NAISO Powwow, JMC activities). You will write a short reflective comment upon your selected event as part of a D2L discussion forum and may take part in a short discussion reflection in the following class. If you would like to promote a course-related event in which you are involved, please let me know. I will identify some events (and you may email Meaghan Kozar at kozarme@msu.edu for a weekly list of OCAT events), but if you would prefer to attend and write about another event, please discuss this with me.
- Please do not use your phone, check your email, or otherwise use your electronics for non-course related material during class time. The congenial and collaborative environment of the classroom depends on your active participation. If I notice you using your phone or reading email during class, I will not interrupt our work but your inattention will be reflected in your participation grade.
- Please feel free to raise questions outside of or in class, during lecture or discussion. All questions are welcome, no matter how basic, complex, or confused!

In addition to class-based participation, I will also consider your participation outside of class sessions, such as meeting with me during office hours. This is particularly important for students who feel that they are having difficulties with the course material. Please do not wait until it is too late; come to see me as soon as you feel that you are getting behind in your work or your understanding of the course! If you cannot make my assigned office hours, I would be happy to make an appointment with you for another time.

**Mini-exams** (25%)
There will be five scheduled in-class mini-exams, each worth 5% of your grade. These 20-minute assessments will be designed to test your content knowledge and familiarity with the course themes, drawing on both readings and lectures. You must be in class on the assigned days in order to take and receive credit for the mini-exam. If you have an excused absence, your average of the other quizzes will be used for your excused mini-exam grade. If you have more than one unexcused absence, please talk with me. If you have an unexcused absence, there is no make-up exam.
Visual image analysis (20%)
The visual image analysis paper is worth 20% of your grade. In contrast to history classes which pay attention only to written sources, this class will seriously consider visual documents. In this assignment, you will read an image in detail to explore its argument and consider what it tells us about issues of race, ethnicity and immigration at the time it was produced and consumed. Your essay should make a well-structured argument, supporting your position with clear logic that draws both on a close reading of the image and on readings from the course. Additional information will be provided prior to the paper.

Research Project (40%)
The research project will explore the historical representation of racial and ethnic history in U.S. history textbooks. It is composed of three parts, designed to help structure your research process:

• Research proposal and bibliography (10%)
  Your research proposal will form a substantial part of your research paper. Strong proposals typically lead to strong papers and poorly conceived proposals often result in weaker papers. Therefore, it is required for you to meet with me to discuss your research proposal and it is very important that you spend sufficient time on this assignment.

• Draft paper (10%)
  The draft research paper of 8-10 pages will help you to develop and refine your ideas, as well as to receive detailed feedback on your project as you continue to work on it.

• Research paper (20%)
  The research paper is a substantial paper (12-18 pages) that should be carefully selected, well designed, and thoroughly researched. As part of your final research paper, you will also develop a short one-page summary emphasizing the key points of your argument to share with your fellow students. As with all your written assignments, it should be clearly written and argued.

Grading policies
All written assignments must be typed and double-spaced in a standard font with 1-inch margins. Please make sure to review, revise and proof your work carefully. All written assignments should be posted in the appropriate D2L dropbox and emailed to me. It is your responsibility to check that your assignment has been successfully submitted and to send a copy to me via email. All assignments must be handed in by the time specified in the syllabus, unless you have made prior arrangements with me. Unexcused late assignments will be subject to a penalty of 1.0 grade point per day.

Grading criteria
Participation, written and other work will be graded according to the criteria listed below. As these criteria show, once the minimum requirements are met, it is the quality rather than the quantity of your contributions that will be considered in grading. That is, you will not get a better grade simply for speaking a lot during class or for handing in long papers. Rather, it is important that you think carefully and take the time to convey your thoughts effectively. In those cases where participation and written work shows a marked improvement during the course of the semester, later grades will carry more weight.

Grades
4.0 Exceptional work
  Offers exceptional insights during class discussions; outstanding, original written work displays complex understanding of the assigned readings and develops a sophisticated argument.
3.5 Excellent work
Makes consistent contributions to class discussions which demonstrate full and careful reading of assigned materials; written work is original, clearly written, and carefully argued.

3.0 Good work
Makes regular contributions to class discussions; however, these contributions are not always consistent in terms of quality or quantity; written work makes a persuasive argument that is clearly written and reasoned.

2.0 Sufficient work; meets minimum requirements
Occasionally contributes to class discussion; written work reveals knowledge of course themes and familiarity with the assigned materials; however, it is not always clearly written and does not develop a consistent argument.

1.0 Below average work; does not meet minimum requirements
Rarely speaks during class discussions, despite regular attendance; written work does not always demonstrate an understanding of the course themes or familiarity with the assigned readings; written work does not make an argument and is not clearly written.

Students with Disabilities
Students with documented disabilities are provided academic accommodations through the Resource Center for Persons with Disabilities in 120 Bessey Hall, 353-9642, rcpd@msu.edu. If you need academic accommodations, please let me know your specific needs by the second week of classes so that I can work with you effectively. If you are unclear as to what constitutes a disability or what help you may be entitled to, please talk with me or someone at the Resource Center.

Madison College Instructional Model
As in other Madison classes, you will receive one additional credit beyond your classroom contact hours. This credit reflects the expectation of extensive additional work in this course, as well as contact with your professor during office hours. This credit also reflects course requirements to attend course-related events, such as the MSU Powwow, outside of class time.

Academic honesty
There is strong evidence that academic dishonesty is increasing in U.S. colleges. Some commentators attribute this to the increased ease of plagiarism: internet access and word processing programs make it comparatively easy to cut and paste other people’s words into your work. Others claim that students are less familiar with the boundaries between honest and dishonest citation. This statement is part of my efforts in this class to help you become more familiar with issues of academic honesty and their importance in academic work.

In his essay on “Plagiarism in Colleges in USA,” Ronald B. Standler asks the question: “What is plagiarism?” According to Standler, “In minor cases, it can be the quotation of a sentence or two, without quotation marks and without a citation (e.g., footnote) to the true author. In the most serious cases, a significant fraction of the entire work was written by someone else: the plagiarist removed the true author(s) names(s) and substituted the plagiarist’s name, perhaps did some reformatting of the text, then submitted the work for credit in a class (e.g., term paper or essay) or as part of the requirements for a degree (e.g., thesis or dissertation)” (Standler, 2000). However it is done, plagiarism is the misrepresentation of someone else’s words or ideas as your own.

Most often academic dishonesty refers to plagiarism, but it also includes other forms of misrepresentation. For example, presenting work from another class as work produced in this class is a form of academic misrepresentation. Obviously, you should build on ideas, themes and readings from other classes, but you should not use substantial sections of written work produced...
for another class in papers produced for this class. Another form of academic dishonesty is subtly misrepresenting ideas or words to make your argument more forceful. Some examples would be claiming that a piece of primary evidence “clearly” supports your argument, when you are not sure if it is really clear. Or quoting a historian's words accurately, but out of context.

As these examples suggest, academic honesty is a problem in part because it is not always clear where to draw the line between honest and dishonest representation. However, if you have any uncertainty, you should listen to your doubts and **write only what you are certain is true.** I would be very happy to discuss these borderline cases with you, as they can sometimes illuminate the complexity of the issues we are discussing in this class.

Most importantly, academic honesty and proper attribution are fundamental to the collaborative creation of knowledge. The appropriate citation of other people’s words and ideas allows us to build on their work and to share our own ideas with the confidence that they will be acknowledged.

Beyond the importance of integrity to the expansion of knowledge, the punishment of plagiarism is also a serious matter. *Every year* I discover at least one case of plagiarism and I follow the university policy in dealing with these cases, leading to serious repercussions for the students involved. The James Madison College Student Handbook contains the following statement as part of the Policy on Academic Dishonesty: **"The Faculty Assembled recommend that in cases involving proven academic dishonesty, the student should receive, as a minimum, a 0.0 in the course and that a record of the circumstances, sanctions, and any appeal, be placed in the student’s confidential file. ... The individual faculty member or the Dean may recommend further action, including dismissal from the University, to the Student-Faculty Judiciary. If a second case of academic dishonesty should occur, the recommendation is that the faculty, through the Office of Director of Academic and Student Affairs, should seek the student’s dismissal from the College and the University."**

The MSU policy on plagiarism and additional information about academic honesty is also available through the MSU Office of the Ombudsman: [https://www.msu.edu/~ombud/academic-integrity/index.html#integrity](https://www.msu.edu/~ombud/academic-integrity/index.html#integrity) If you have any questions about academic honesty after reviewing this information, please consult with me or Jeff Judge, Director of Academic and Student Affairs.

**Tips to help you avoid unintentional plagiarism and misrepresentation**

- As you make research notes for your papers, be sure to keep a careful record of your sources, including all the relevant information. This is especially important if you are collecting source materials from the internet or combining different source materials in the same file.
- If you are quoting words that are already quoted in a secondary source (rather than quoting from the original document) you should either check the original document for accuracy or acknowledge that you are quoting from a secondary source, e.g. Ronald B. Standler, “Plagiarism in Colleges in USA” (2000) cited in Anna Pegler-Gordon, “MC281 Syllabus,” January 2015, p. 5.
- Check your writing for factual accuracy, just as you would for grammatical accuracy. Ideally, you should highlight all the factual statements and citations in your work and check these against the original sources to ensure their accuracy.
- Check that every quote and substantially original idea from another source has a citation. In my experience, the most common problem with unintentional plagiarism is students providing citations for every quote that they use, but none of the other author's original ideas. Even if you paraphrase an idea, you should provide a source for this idea. In addition, any factual information that is not common knowledge is best cited. This allows your reader to check the accuracy of the information in your paper.
• Internet citation is a new and sometimes complicated process. However, internet sources, like all sources must be cited.

• A useful resource is the Chicago Manual of Style Citation quick guide at: http://www.chicagomanualofstyle.org/tools_citationguide.html

• Finally, if you have any doubts about the honesty or accuracy of any part of your work, err on the side of caution.

Works Cited

CALENDAR
Date No. E = Electronic Resource D = D2L Resource T = Textbook F = Film

1.12 1 Introduction and overview
• Review syllabus, course themes, objectives, and expectations.

1.14 2
• James Loewen, "Introduction," “1493: The True Importance of Christopher Columbus,” Lies My Teacher Told Me, check page numbers in your edition.

1.19 Martin Luther King, Jr. Holiday
Use this opportunity to attend one of the events organized this week by the university and the community to honor Dr. King and to promote his legacy of social justice.

1.21 3

1.26 4

1.28 5
• Tiya Miles, “Motherhood,” “Property,” “Christianity,” Ties that Bind, pp. 44-100.

1.30 M Fred Korematsu Commemoration (optional course-related event)

2.2 6
• Tiya Miles, “Nationhood,” “Goldrush,” Ties that Bind, pp. 100-148.
### 2.4  

### 2.9  
- **MINI-EXAM 1: on readings through 2.4**

### 2.11  
  *See notes on accessing the Dictionary posted on D2L.*

### 2.16  

### 2.18  

### 2.23  
- **No readings: mini-field trip to Appel Collection**

### 2.25  
- **MINI-EXAM 2: on readings through 2.25**

### 3.2  
3.4 15
- Discussion of contemporary immigration policy and recent immigration reforms (no readings)

3.5  Th MIDNIGHT: VISUAL IMAGE ANALYSIS PAPER DUE

3.9  SPRING BREAK: NO CLASSES

3.16 16
- Mae Ngai, “Author's Note,” “Strivings,” and “Joseph and Mary,” in *The Lucky Ones*, pp. viii-42.
- *An Act to Execute Certain Treaty Regulations Relating to Chinese* (1882)

3.18 17

3.23 18

3.25 19
- MINI-EXAM 3: on readings through 3.25

3.27 Fr MIDNIGHT: RESEARCH PROPOSAL AND BIBLIOGRAPHY DUE

3.30 20

4.1 21

4.6 22

4.8 23
- Robin Kelley, "The Riddle of the Zoot: Malcolm Little and Black Cultural


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| 4.13 | **24** MINI-EXAM 4: on readings through 4.13  
| 4.17 | **Fr** MIDNIGHT: DRAFT PAPER DUE |
| 4.18 | **Sa** MSU Powwow of Life (optional course-related event)  
| 4.22 | **27** MINI-EXAM 5: on required readings through 4.22  
- Nancy Abelman and John Lie, “American Ideologies on Trial” and “Conclusion,” in *Blue Dreams*, pp. 148-191. |
| 4.27 | **28** No readings  
WATCH IN CLASS/DISCUSSE:  
| 4.29 | **29** No readings: electronic research fair |
| 5.1 | **Fr** Senior Research Showcase (optional course-related event) |
| 5.7 | **Th 4pm** FINAL RESEARCH PAPER DUE (via email and D2L) |