

USU 1320: Global Origins of US Cultures

Spring 2008

Tues -Thurs, 3:00-4:15, Engineering 101



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Office Hours:
Wed: 2:30-3:30 pm
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(*Western Historical Quarterly*
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Lafe's office hour:
Tues: 1:45 to 2:45 pm.

Course Description:

This course examines the larger historical processes that shaped the migration of peoples to America's shores and within its borders. Students will explore the global economic changes, shifting political institutions, and demographic shifts that created the United States' culturally diverse landscape. Studying the past from a social historical perspective, we will examine the historical roots of world-wide migrations, including the slave trade, the Irish Diaspora, as well as the migration strategies of Asian and Mexican workers. Students will examine the "push" factors that inspired many of these communities to leave their homes, as well as the cultural and racial landscape they encountered when they arrived in America.

Upon completion of this class students will:

- understand the historical roots of the U.S. cultural map, and explain how African-Americans, Asian-Americans, American Indians, Latinos and other migrants shaped and were shaped by historical conditions.
- compare the histories of major ethnic and racial groups in the United States to comprehend what made their experiences similar, and/or unique, and why.
- understand the global forces that influenced the changing social status of these communities within the United States.
- explore the various political, economic, and cultural strategies ethnic and/or racial communities employed to create social change.
- develop critical thinking skills through analysis of a variety of texts, including fictional narratives, historical documents, and visual materials.
- employ those insights to construct historical arguments.

Grading: Mid term exam 100 points

Final exam 100 points

Weekly in class writing exercises, 3 points each – 36 points possible

Novel analysis paper 100

Required Texts:

1. Ronald Takaki, *A Different Mirror: A History of Multicultural America* (NY: Little, Brown and Company, 1993).
2. Reed Ueda, *Postwar Immigrant America: A Social History*. Boston: Bedford St. Martin's Press, 1994.
3. Additional required reading available on Blackboard as pdf files, noted with: ★
4. Choose one of the following novels/memoirs:
 - Mary Doyle Curran, *The Parish and the Hill* (NY: Feminist Press, 1986).
 - Olaudah Equiano, and Robert J. Allison, editor, *The Interesting Narrative of the Life of Olaudah Equiano: Written by Himself, 2nd edition* (Bedford/St. Martin's, 2006).
 - Sonia Nazario, *Enrique's Journey* (NY: Random House Trade Paperbacks, 2007).
 - Anzia Yezierska, *Bread Givers: A Novel* (NY: Persea Books, 2003).
 - Ruthanne Lum McCunn, *Thousand Pieces of Gold: A Biographical Novel* (Boston: Beacon Press, 2004).
 - Darryl Babe Wilson, *The Morning the Sun Went Down* (Berkeley: Heyday Books, 1998).
 - Willa Cather, *My Ántonia* (NY: Signet Classics, 2005).

You will be required to read the assigned Reading, attend video showings, and come to class prepared to integrate what you have learned in class. Attending class is very important! What we discuss in class will not be easy to "look-up" in a textbook or on a website. It is your responsibility to participate in creating a dynamic and respectful intellectual climate by coming to class on time and prepared.

Please note: Plagiarism policy

Plagiarism is a serious offense and will not be tolerated. According to USU policy, plagiarism is “knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment (footnote or citation in the text). It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Please see the USU academic affairs website for a description of penalties (which are severe) and for more information. URL:
<http://www.usu.edu/aia/ACADEMIC/syllabusres.cfm#plagiarism>

Assignment Schedule:

January 8: Introductions, Expectations and Responsibilities

January 10: Native peoples before Columbus

Website: "How the World Began" by Ramon A. Gutierrez,
<http://southwestcrossroads.org/record.php?num=492>

Reading: "Father Le Jeune on the Importance of Native American Women, 1633" ★

January 15: European Societies

Reading: Takaki, chapter 1, p.1-23

Ordinance of the Spurriers' [Spurmakers'] Guild of London, England 1345 ★

January 17: European Societies part 2

Website: Scottish Immigration to the American Colonies, 1772
<http://www.fordham.edu/halsall/mod/1772Scot-immig.html>

January 22: Colonial Economies

Reading: Takaki, chapter 2, "The Tempest in the Wilderness: The Racialization of Savagery," p. 24-50.

Adam Smith, "The Results of Colonization," 1776 ★

Bartolome de las Casas on Spanish Treatment of the Indians, from *History of the Indies* (1528) ★

January 24: Africa and the Global Implications of the Slave Trade, part 1

Website: *A King and his Judicial Court, Sierra Leone, 1764*
<http://hitchcock.itc.virginia.edu/slavery/details.php?categorynum=2&categoryName=Pre-Colonial%20Africa:%20Society,%20Polity,%20Culture&theRecord=151&recordCount=240>

January 29: Africa and the Global Implications of the Slave Trade, part 2

Reading: Takaki, chapter 3: "The Giddy Multitude: The Hidden Origins of Slavery," 51-78.

Video: *Africans in America*

January 31: Slavery and African American Culture

Reading: Takaki, chapter 5: "No More Peck o' Corn: Slavery and Its Discontents," p. 106-138.

Guest lecture: Leif Conner—"Emergence of African American Culture"

February 5: Manifest Destiny and Indian Removal

Reading: Takaki, chapter 4: "Toward the Stony Mountains: from Removal to Reservation," p. 84-105.

February 7: The Political Economy of the Irish Diaspora

Video: *When Ireland Starved*, (segments)

Websites: See the performance of an Irish Famine folk song: "Dear Old Skibbreen"
<http://www.youtube.com/watch?v=xijhZAz9fI4&feature=related>

Also see the folk song: "The Fields of Athenry," performed by Paddy Reilly
<http://www.youtube.com/watch?v=7PFKYzuR4N0&NR=1>

The Illustrated London News [Aug. 12, 1843
<http://adminstaff.vassar.edu/sttaylor/FAMINE//ILN/TheIrish/TheIrish.html>

Articles from the *Cork Examiner*, September 1846
<http://adminstaff.vassar.edu/sttaylor/FAMINE//Examiner/>

February 12: Irish Diaspora, part 2:

Reading: Takaki, chapter 6: "Emigrants from Erin: Ethnicity and Class within White America," p. 139-165.

February 14: 19th century Chinese Migration

Reading: Takaki, chapter 8: "Searching for Gold Mountain: Strangers from a Pacific Shore," 191-224.

February 19: NO CLASS, FOLLOW MONDAY SCHEDULE

February 21: Mid term review

February 26: Mid term Exam

February 28: Mexico, Mexicans and the Transformation of Mexican Countryside

Reading: Takaki, chapter 7: "Foreigners in Their Native Land: Manifest Destiny in the Southwest," p. 166-190.

March 4: Mexico, Mexicans, continued

Reading: Takaki, Chapter 12: "The Borderland of Chicano America," p. 311-339

Guest Lecture from Dr. James Sanders, "The Mexican Revolution."

March 6: Reconstructing Land and Labor in the United States

Reading: Takaki, chapter 9, "The Indian Question": From Reservation to Reorganization," p. 225-245

Jourdon Anderson, "A Letter to My Old Master, c. 1865." ★
"The Black Code of St. Landry's Parish, 1865." ★
Excerpts from Brenda Child, *Boarding School Seasons*. ★

Website: *Without Sanctuary*, <http://www.withoutsanctuary.org/>

March 11-13: No class, Spring Break!

March 18: Internal Migrations – the West

Websites: Scharmann's overland journey to California, from the pages of a pioneer's diary
[http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field\(DOCID+@lit\(calbk013div3\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field(DOCID+@lit(calbk013div3)))

"Luzena Stanley Wilson, '49er." See link on webct: [http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field\(DOCID+@lit\(calbk089div2\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field(DOCID+@lit(calbk089div2))):

March 20: Internal Migrations – the North

Reading: Takaki, Chapter 13: "To the Promised Land: Blacks in the Urban North," p. 340-372

Website: audio file and lyrics: "Times Is Gettin Harder": Blues of the Great Migration, <http://historymatters.gmu.edu/d/5333/>

March 25: Early Twentieth Century Immigration

Reading: Reed Ueda, *Postwar Immigrant America: A Social History*. Chapter 1: The Legacy of Restriction, 18-41.

Website: Documenting the "Other Half": the Photography of Jacob Riis and Lewis Hine (<http://xroads.virginia.edu/~MA01/Davis/photography/slideshows/slideshows.html>)

March 27: Video: *Ancestors in the Americas*

Website: *Angel Island Poetry*, http://www.cetel.org/angel_poetry.html

April 1: Novel / Memoir Discussion

Reading: You should have finished reading the novel you chose from the list above.

April 3: NO CLASS. Please attend one event of the Tanner Symposium on either Wednesday, Thursday, or Friday (schedule to be announced). Write a one paragraph description of the event you attended and bring it to class on April 8th. This will count as an in-class writing assignment.

April 8: The Global 'Marketplace' and U.S. immigration policy

Reading: Reed Ueda, *Postwar Immigrant America: A Social History*, "Chapter 2: The Transformation of Policy," 42-57.

Novel/Memoir paper due

April 10: Video: *Vietnam, a Television History: Cambodia and Laos*

Reading: Reed Ueda, *Postwar Immigrant America: A Social History*, "Chapter 3: The Changing Face of Post-1965 Immigration," 58-82.

April 15: Post 1965 immigrants

Reading: Reed Ueda, *Postwar Immigrant America: A Social History*, "Chapter 4: The Making of a World Melting Pot," 83-116.

April 17: Post 1965 immigrants, continued

Reading: Reed Ueda, *Postwar Immigrant America: A Social History*, "Chapter 5: The Immigrant and American Democracy," 117-148.

April 22: Fences and Borders: Current Immigration Debates.

Reading: Reed Ueda, *Postwar Immigrant America: A Social History*, chapter 6: "Immigration and the National Future," 149-155.

Excerpt from *Mexican Lives*, "the Border," ★

April 24: Review for exam

April 29th: Final Exam: 1:00-3:20 pm: No rescheduling – earlier or later -- unless you have a conflict with a USU sponsored event, and you have discussed this with me prior to the exam date. Please make your summer plans accordingly!