*The Chinese Exclusion Act and DACA: The Past and Present of Immigration*

# Course Information

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Hello, in History 144, we will be discussing the differences between the past and present day Immigration by focusing on the Chinese Exclusion Act and the DACA policy. For this class, you will be required to take History 222 as a prerequisite to understand the historical background during the time periods. This class will fulfill an elective course for those needed in their degree. I targeted this course this way to include every level to offer this course. As it is a particular topic, I felt that anyone should be able to take the course if the topic is of interest. It is not a major history class, so I felt that it needed a little background knowledge before taking this course and for the same reason as counting it as an elective course.

# Course Description

My course is focused on the the question, What defines an American Citizen? By focusing on the past and present, students should use the material to answer this question and form their own conclusions.

# Course Schedule

## **Unit One: History of Immigration in the 1880’s-1900’s**

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| **BIG Question:** How was the implication of the Chinese Exclusion Act affect the immigration of Asian Americans? |
| **Argument of the Unit:** With the Act enacted, it made immigration of Asian Americans more difficult |
| **Key Words:** Internment Camp, Executive Order #9066, “Picture Brides”, Naturalization Cases, Edict.  |
| **Link to Reading:** [**http://www.jstor.org/stable/42772033**](http://www.jstor.org/stable/42772033) |
| **Annotation of Reading:** This article gives a brief overview of the history of Asian Immigrants starting with leaving their country all the way to World War Two. It discusses the hardships of coming the the United States and all the consequences of what is occuring at the time has on Immigration. It goes more so into the effects of World War Two has on these Asian Immigrants, but mainly the treatment of these people during that time. Although it does not completely focus on the time period in the unit, I still think it is a good first article to use as a refresher to Immigration history of the United States. It focuses more on Japanese Immigration, but is still relevant to the Chinese Exclusion Act due to the act also including other Asian descents. I also like that it includes not just the restrictions on the United States part, but the mother country as well. |

## **Unit Two: History of Immigration in the 1900’s-1950’s**

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| **BIG Question:** How has immigration laws changed during the 1900’s?  |
| **Argument of the Unit:** With the change in immigration laws, it gave more access to the Asian Immigrants |
| **Key Words:** Asian American, exclusion, xenophobia, “ethnic landscape”, assimilation |
| **Link to Reading:** <http://www.jstor.org/stable/369479>  |
| **Annotation of Reading:** In this article, it discusses the the different sections of Asian immigration history, focusing more so on the mid-1900s. It will begin the article with historical background before and after the Chinese Exclusion Act and then go into detail on the aftermath of the act being repealed and its cultural effect in society. The article then discusses the influx of the population on the educational system and lack of material accepted on Asian Americans to be published. I chose this article because it would benefit the class on understanding not only the historical part, but how unaccepting society was during that time. It not only gives the information, but also a graphic to represent the lack of publication on races that were ethnic. I also thought it was a good choice because it does not primarily focus on Asian involvement in World War Two, although important, it is not what the class is about. |

## **Unit Three: What is the Chinese Exclusion Act?**

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| **BIG Question:** How has the Chinese Exclusion Act affected those in the United States of the past? |
| **Argument of the Unit:** Due to the exclusion, the Chinese Immigrants were treated poorly and suffered from not being able to become citizens. |
| **Key Words:** N/A |
| **Link to Reading:** [**https://calisphere.org/exhibitions/17/chinese-exclusion-act/**](https://calisphere.org/exhibitions/17/chinese-exclusion-act/) |
| **Annotation of Reading:** On this webpage, it has a series of photos with small definitions showing the lifestyle of the Chinese Immigrants. A few of these images focus on the Gold Rush in California sought out by the Chinese and the laborers at the time. I chose these series of images because it gives the viewer an image to look at to understand the conditions these people experience. It is one thing to read it on a page and look at it with your own eyes. It helps connect the material to an image and assist in those that learn visually. It also gives a sense of variety, so that the viewers still keep interest on the topic and be a series of always reading an article. |

## **Unit Four: What is DACA?**

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| **BIG Question:** What is DACA and how does it relate to immigration? |
| **Argument of the Unit:** Immigration is more than people coming to the United States to start a new life. |
| **Key Words:** DACA, Dream Act, amnesty, green card, deportation |
| **Link to Reading:** [**http://www.jstor.org/stable/23630741**](http://www.jstor.org/stable/23630741) |
| **Annotation of Reading:** In the reading, it begins to define what DACA is and how the process works on being approved in the immigration policy. It then goes into detail on what the process is consisted of and what these candidates must go through to be approved in the program It discusses what is accepted and what is not acceptable for the process and the strict guidelines these people must follow in order to be accepted. The article goes into detail, describing the process as an extensive interview. This is important to my course due to giving a clear definition to what the topic is and what it entails for the people going through this process. It gives a nice preview to the unit and addresses the topic clearly and leaves room for building their own conclusions and interests on the topic to bring up during the unit. |

## **Unit Five: Present Day Immigration**

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| **BIG Question:** How is Immigration presented today and what connotation is it given in today’s society? |
| **Argument of the Unit:** Immigration in the present day is presented by using social media and is seen in a complex light. |
| **Key Words:** Refugees, Demographics, Modernize, Restrictionist Policy, En Masse |
| **Link to Reading:** [**https://www.americanprogress.org/issues/immigration/reports/2017/04/20/430736/facts-immigration-today-2017-edition/**](https://www.americanprogress.org/issues/immigration/reports/2017/04/20/430736/facts-immigration-today-2017-edition/) |
| **Annotation of Reading:** In this article, it lists many facts regarding present day immigration issues. It covers the topics of Refugees, Legislation, Demographics, etc. I chose this article because I believe that not many people know the numerical aspect of present day immigration. Most of the knowledge presented on this topic is ones presented in the news. This gives a clear guide of facts on the topic which can be used in my class to present the facts on present day immigration. It also acts as a good opening topic to discuss for the start of the new unit. It can also be used to find out what the students know and do not know in regards to the topic and work with the information given by the students. |

## **Unit Six: Comparison of the Past and Present Day Immigration**

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| **BIG Question:** How are the Past and Present day Immigration related and compare to today? |
| **Argument of the Unit:** Immigration today contains similarities and differences compared to Immigration of the Past. |
| **Key Words:** Immigrant Wave, Ethnic Barriers, “Mongrel Races”, Transnationalism, Socioeconomic |
| **Link to Reading:** [**https://www.researchgate.net/publication/273583776\_Immigration\_Past\_Present**](https://www.researchgate.net/publication/273583776_Immigration_Past_Present) |
| **Annotation of Reading:** In the reading, it focuses on three question revolving around Immigration that is focused on in this unit: What is new about the most recent immigrant wave? What represents continuity or parallels with the past? And how have migrant inflows in earlier historical periods changed the social, economic, political, and cultural contexts that now greet and shape the experiences of the latest arrivals? After reading the article, students should be able to answer these questions and discuss them. I chose this article, because it parallels the topics that are going to be discussed in the classroom. By reading this, the students should understand the next unit and be aware of the topics I am covering. I like how it addresses the question flat out and does not provide difficulty to read. Every choice presented is clear and is an easy read. |

## **Unit Seven: United States Citizenship**

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| **BIG Question:** What Defines an American Citizen? |
| **Argument of the Unit:** Citizenship is determined by the documentation that you exist. |
| **Key Words:** Naturalization process, eligibility, Dual citizenship/nationality, US Embassy, verification |
| **Link to Reading:** [**https://www.usa.gov/become-us-citizen**](https://www.usa.gov/become-us-citizen) |
| **Annotation of Reading:** In this article, it goes over the various way of becoming a United States citizen. It goes through the naturalization process and necessities in order to be a citizen. It also cover the ways to gain dual citizenship and other specific cases in the process of gaining citizenship. I chose this article because like most, we were born into the country and have never gone through the process to gain citizenship. It will provide the students with the information of the process and lead into the discussion surrounding the topic. It would help the students understand the process of citizenship and the complexity of the process in regards to immigration. It also gives the class an introduction to our last unit in regards to American citizenship and Immigration Policies. It also will help tie in the other units and use the knowledge to answer the question of the course, What defines American citizenship? |