

Dr. Becky Jo Gesteland

Class meetings: TR 4:30-7:10 pm (EH 220)

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Office hours: TR 3:30-4:30 pm

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### **Course description**

From the mid 1800s through the early 1900s the United States experienced an intense period of migration. How did people (both newcomers and natives) react to this event? How did they express their concerns and anxieties? We will explore this dynamic time in American history by reading literary texts from, about, and by people who moved to this country seeking a better life. While paying close attention to issues of gender, ethnicity, class, and culture, we will study how American writers at the close of the 19<sup>th</sup> century reacted to the rapidly changing demographic of their nation.

### **Course objective**

Between 1870 and 1920 roughly 25 million immigrants entered the United States, marking the country's biggest wave of migration to date. Most immigrants settled along the eastern seaboard, though many would later make their way west. Recent debates about immigration in the U. S. reinforce the importance of studying the primary texts from, about, and by people who moved to this country seeking a better life. These texts provide a useful context for our experiences today. This class focuses on literature by and about immigrants at the turn-of-the-century (19<sup>th</sup>/20<sup>th</sup>). We will study the texts of activists, reformers, journalists, poets, essayists, novelists, and photographers who lived in or around the eastern seaboard, which witnessed the greatest increase in population.

### **Learning outcomes**

The MENG Program is dedicated to helping students master the following learning outcomes.

Learning Outcome 1: Gather, analyze, and communicate information effectively as well as think creatively and critically.

Learning Outcome 2: Cultivate skills in close reading, critical thinking, logical argument from evidence presented, creative expression, and persuasive writing.

Learning Outcome 3: Apply various theoretical perspectives and literary terminology to interpretations of literary texts to showcase an understanding of theoretical perspectives.

Learning Outcome 4: Acknowledge and articulate the significance of key primary text(s) in one specific literary genre, period, culture or style.

Learning Outcome 5: Demonstrate knowledge of an interaction with current scholarly criticism.

Learning Outcome 6: Ability to employ academic conventions and protocols for written or multimodal presentations, including the application of appropriate conventions, citation formats and style manuals.

This class focuses specifically on learning outcomes # 1, 2, 3, 4, and 6

### **Absence policy**

Since this is a graduate class, your attendance is extremely important. You will defend your position papers and provide feedback on classmates' research in every class. Thus any absences will decrease your grade substantially.

**\*Indicates that you must purchase or otherwise obtain these texts****Primary literary texts**

- Emma Lazarus, "The New Colossus" (1893) & other poems – [PoemHunter.com](#) (free)\*
- Drude Krog Janson, *A Saloonkeeper's Daughter* (1887) – available at the WSU Bookstore or on [Amazon](#) (\$26)\*
- Stephen Crane, *Maggie, A Girl of the Streets* (1893) – [Google Books](#) (free)\*
- Abraham Cahan, *Yekl: A Tale of the New York Ghetto* (1896) – [Google Books](#) (free)\*
- Upton Sinclair, *The Jungle* (1906) – [Google Books](#) (free) or [Kindle](#) (free)\*
- Lillian Wald, *The House on Henry Street* (1911) – [Google Books](#) (free)\*
- Sui Sin Far, *Mrs. Spring Fragrance* (1912) – [Google Books](#) (free)\*
- Willa Cather, *My Antonia* (1918) – [Google Books](#) (free)\*

**Secondary socio-political texts**

- Jacob Riis, *How the Other Half Lives* (1890) – [Google Books](#) (free)\*
- T. R. Roosevelt, *American Ideals* (1897) – [Google Books](#) (free)\*
- Jose Marti, *Selected Writings* – [Amazon](#) (\$12.24)\*

**Critical text**

- Alan M. Kraut, *The Huddled Masses: The Immigrant in American Society, 1880-1921*, 2<sup>nd</sup> edition – available at the WSU Bookstore or on [Amazon](#) (\$19.95)\*

**Various chapters and scholarly articles**

- *American Quarterly*
- *American Studies International*
- Roger Daniels, *Not Like Us: Immigrants and Minorities in America, 1890-1924*
- David A. Gerber & Alan M Kraut, *American Immigration and Ethnicity: A Reader*

**ADA note**

If you require accommodations or services due to a disability you *must* contact [Services for Students with Disabilities \(SSD\)](#) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary. For more information about the SSD, contact them at 801-626-6413 or [ssd@weber.edu](mailto:ssd@weber.edu).

**Core Beliefs**

According to PPM 6-22 IV, students are to "[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs."

**Emergency closure**

If for any reason the university is forced to close for an extended period of time, we will conduct our class via WSU Online. Look for announcements through the class website and your Weber email account.

### Sustainability & technical support

As part of my ongoing efforts to work toward sustainability, this will be a paperless class. All assignments must be submitted to the online course management system, [Canvas](#). If you have any technical difficulties please consult the experts. For

- Technical assistance, contact the IT Help desk 801-626-7777 or [csupport@weber.edu](mailto:csupport@weber.edu)
- Canvas-related issues, contact WSU Online Help desk 801-626-6499 or [wsuonline@weber.edu](mailto:wsuonline@weber.edu)

### Assignments

You will be penalized for late work unless you have had a genuine emergency. Please see the attached schedule for due dates.

Graded assignments	Points possible	Learning outcomes
Position papers (10 @ 20 pts/post = 1 post + 2 replies)	200	1, 2, 3, 4
Research proposal	100	1, 2, 6
Annotated bibliography	100	1, 2, 6
Literature review	100	1, 2, 6
Presentation to class	100	1, 2, 3, 4, 6
Research paper	400	1, 2, 3, 4, 6

### Grading scale

Specific criteria will be provided for each assignment. At the end of the semester, I will add up the points you've received on the above assignments and convert them to a letter grade based on the following scale.

A = 94-100	B = 84-86	C = 74-76	D = 64-66
A- = 90-93	B- = 80-83	C- = 70-73	D- = 61-63
B+ = 87-89	C+ = 77-79	D+ = 67-69	E = 0-60

**Schedule**

All assignments and readings are due **by 4:30 p.m.** (at the beginning of class), unless otherwise noted. You will be penalized for late work unless you have had a genuine emergency.

Week	Date	Topics	Readings	Assignments
1	5.7	Migration, emigration, immigration	Lazarus & smith.pdf & daniels1.pdf (Preface)	
	5.9	"The huddled masses"	Kraut	Position paper #1
2	5.14	Scandinavian Americans	Janson	Position paper #2
	5.16	"The melting pot"	Riis* & odencrantz.pdf	Position paper #3
3	5.21	Irish Americans	Crane & goldstein.pdf	Position paper #4
	5.23	Cuban Americans	Marti^ & sacks.pdf	Position paper #5
4	5.28	Jewish Americans	Cahan & daniels2.pdf	Position paper #6
	5.30	Immigration reforms	Roosevelt** & daniels3.pdf & ross.pdf	Position paper #7 <b>Research proposal</b>
5	6.4	Labor reforms	Sinclair & duvall.pdf	Position paper #8
	6.6	Social reforms	Wald^^ & kirschner.pdf	Position paper #9 <b>Annotated bibliography</b>
6	6.11	Asian Americans	Sui Sin Far*** & daniels1.pdf (Prologue)	
	6.13	Pioneers	Cather & antin.pdf	Position paper #10 <b>Literature review</b>
7	6.18	<Presentations>	---	<b>Presentation</b>
	6.20	Work on papers!!!	---	<b>Research paper</b>

\*Riis:

- Introduction
- Chapter 1
- Chapter 2
- Chapter 24

- Chapter 25
- A chapter of your choice

^Marti:

- Introduction
- Letter to His Mother from Prison
- Impressions of America
- Coney island
- The Brooklyn Bridge
- New York Under Snow
- A Chinese Funeral
- Our American
- The Truth About the U.S.
- Afterword

\*\*Roosevelt

- I. American Ideals
- II. True Americanism
- III. The Manly Virtues and Practical Politics
- VIII. Administering the New York Police Force
- X. How Not to Help Our Poorer Brother

^^Wald

- Chapter I The East Side Two Decades Ago
- Chapter II Establishing the Nursing Service
- Chapter VII Children Who Work
- Chapter IX Organizations within the Settlement
- Chapter XIV Social Forces
- Chapter XV Social Forces, continued
- Chapter XVI New Americans and Our Policies

\*\*\*Sui Sin Far

- "Mrs. Spring Fragrance"
- "The Story of One White Woman Who Married a Chinese"
- "Her Chinese Husband"
- "In the Land of the Free"