



# AJ07002

## Introduction to American Studies: Topics in Culture

### Immigration





# MASARYKOVA UNIVERZITA

## Vytvořeno v rámci Operačního programu Vzdělávání pro konkurenceschopnost CZ.1.07/2.2.00/15.0188

Tento projekt je spolufinancován Evropským sociálním fondem a státním rozpočtem České republiky.



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Immigration

- Centrum severoamerických studií
- Center for North American Studies

Tento projekt je spolufinancován Evropským sociálním fondem a státním rozpočtem České republiky.



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

## Vocabulary (*Webster* definitions)

- Emigrate (verb)
  - to leave one's place of residence or country to live elsewhere
 Emigrant (noun)
  - ☒ a person who leaves a country or region to live in another one
- Defect (verb)
  - to leave a country, political party, organization, etc., and go to a different one that is a competitor or an enemy
 Émigré (noun)
  - ☒ a person who emigrates for political reasons
- Immigrate (verb)
  - to enter and usually become established; *especially*: to come into a country of which one is not a native for permanent residence
 Immigrant (noun)
  - ☒ a person who comes to a country to live there

# Immigration has resulted, and continues to result, from both push and pull factors

## ***"Push"-Factors***

- **Ireland:**
  - The Enclosure: English Protestant Landlords force subsistence tenant farmers off of estates so that they could raise cattle for the English market.
  - The Potato Famine: Between 1845 and 1855 more than a million Irish peasants die from malnutrition after potato blight wipes out 10 years of potato crops, the staple of the Irish diet. As a result of British colonial policy in Ireland, 5 million Irish immigrated to the U.S. between 1815-1920.
- **China:**
  - Growing British Imperial influence leads to increased taxes, social disruption that impoverish the poor, restrict economic opportunity for large portions of the population.
- **Imperialism and the Market Revolution:**
  - Ireland, Eastern Europe, China & Japan were all located on the Periphery of the Industrial Revolution and the Age of Colonialism in the late 19th and early 20th centuries. Lacking capital/financial systems necessary to compete with British and American economies, these countries, along with the rest of the non-Euro-American world, became sources of natural resources and low-wage labor for those economies.

## ***"Pull" Factors***

- Industrial development means jobs at wages significantly higher wages than those available in the immigrants' homelands.
- Employers seeking cheap labor arrange affordable passage. For example, English workers offered Indentured Servitude in the 17th century and the credit-ticket system in the 18th century; following the Civil War, southern planters recruit Chinese labor to compete with freedpeople in an effort to keep down the cost of agricultural labor.
- Immigrants and Labor Recruiters Tell Stories of the Instant Riches Available in the U.S.

# Social Models in the History of American Ethnic Relations

- Ethnic Hierarchy
- One-Way Assimilation
- Cultural Pluralism
- Group Separatism

## Ethnic Hierarchy

- The first immigration law passed by Congress in 1790 specified that only white immigrants were eligible for naturalization.
- The dominant group during the nineteenth and early twentieth century was not simply white but also Protestant and Anglo-Saxon.
- In an age of eugenics, scientific racism, and social Darwinism, the notion that northwestern Europeans were innately superior gained wide currency.
- The impoverished ghettos, barrios, and reservations are evidence that ethnic hierarchy in a clearly racialized form persists in practice if not law.

## One-Way Assimilation

- Assimilationist thinking does not deem minority groups to be innately or biologically superior to the majority group.
- The professed goal is equality—but on terms that presume the superiority, purity, and unchanging character of the dominant culture.
- When carried to its logical conclusion, the assimilationist project demands “cultural genocide.”
- The massive “Americanization” campaigns just before World War I produced the concept of America as a “melting pot”: in which cultural differences would be obliterated.



## Cultural Pluralism

- Cultural pluralists argue that cultural diversity is a healthy and normal condition that does not preclude equal rights and the mutual understandings about civic responsibilities needed to sustain a democratic nation-state.
- The result of cultural pluralism can be compared to a symphony, with each immigrant group represented as a section of the orchestra.
- In the 1980s discussions of cultural pluralism shifted from focusing on various European cultures to focusing on “non-white” groups (African Americans, Mexican Americans, Native Americans, Asian Americans).

## Group Separatism

- It originates in the desire of a culturally distinctive or racialized group to withdraw as much as possible from American society and interaction with other groups.
- It emanates from ethnocentric concerns about the status and destiny of particular groups (Amish and Hutterite communalism, Native American tribalism, African American / Mexican American nationalism).

# Immigration to the U.S.

- **Pre-1860**

- Northern and western Europe

Predominately Protestant, relatively prosperous

☒ Political émigrés from Central Europe after failed revolutions of 1848

Exception: Irish

- **1860-1870**

- *Relatively little immigration due to the Civil War*

- **1870-1914**

- Immigration from Central and Eastern Europe

Catholics, Jews, Orthodox

Relatively poor

- Attempts to restrict immigration from outside Europe

Chinese Exclusion Act of 1882 and Compact with Japan in 1905

- Ellis Island (1892-1954) – more than 12 million immigrants passed through

- **1914-1960s**

- WWI, WII and the Great Depression meant less interest in emigrating from Europe

- American attitudes and laws towards immigrants began to change in the 1920s

1924 Immigration Act established quotas that limited immigration from Europe and basically ended it from all other parts of the world

# Envisioning the American Melting Pot

- John Hector St. John De Crevecoeur (1735-1815)
- Born in Caen, Normandy, he immigrated to America in 1755
- In 1782, he published Letters from An American Farmer
- Letter III:
  - “What then is the American, this new man?...He is an American, who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. He has become an American by being received in the broad lap of our great Alma Mater. **Here individuals of all races are melted into a new race of man, whose labors and posterity will one day cause great changes in the world.** Americans are the western pilgrims.” (emphasis added)

## Early 19<sup>th</sup> Century (1820-1860)

- “Old” immigrants
  - Mostly from western and northern Europe
  - To a limited degree China
- Territorial expansion
- Rapid industrialization
- Increased social stratification
- City slums
- Nativism



# The American River Ganges, *Harper's Weekly*, September, 1871 by Thomas Nast.



THE AMERICAN RIVER GANGES.

THE PRIESTS AND THE CHILDREN.—[SEE PAGE 915.]

# An illustration from *Puck* magazine, 1882

PUCK.



UNCLE SAM'S LODGING-HOUSE.

UNCLE SAM:—"Look here, you, everybody else is quiet and peaceable, and you're all the time a-kicking up a row!"

## Calling again for the American Style Melting to Begin

- “In this continent—asylum of all nations,—the energy of Irish, Germans, Swedes, Poles & Cossacks, & all the European tribes,—of the Africans, & of the Polynesians—will construct a new race, a new religion, a new State, a new literature, which will be as vigorous as the new Europe which came of the smelting pot of the Dark Ages [...]”
- *The Journals and Miscellaneous Notebooks of Ralph Waldo Emerson*, ed. by William H. Gilman et al. (Cambridge, Mass.: The Belknap Press of Harvard University Press, 1960-1982), vol. IX, 1843-1847, ed. by Ralph H. Orth and Alfred R. Ferguson (1971), pp. 299f.



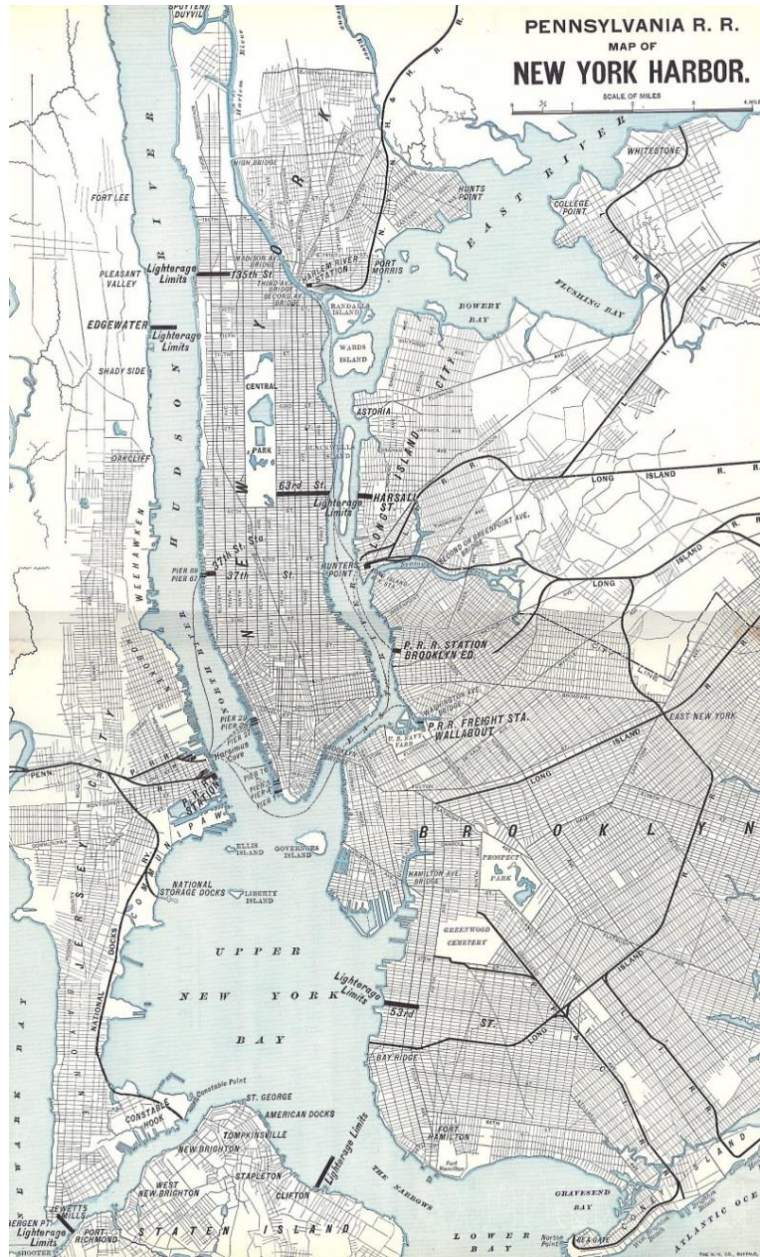
## Late 19<sup>th</sup> Century (1880s-1915)

- The “new” immigrants (mostly from eastern and southern Europe)
- Closing of the frontier
- Continued industrial growth
- Labor unions
- Resurgence of nativism
  - Chinese Exclusion Act of 1882
  - Gentlemen’s Agreement of 1907
- Ellis Island

# Ellis Island

- From 1892 to 1924, Ellis Island was America's largest and most active immigration station, where over 12 million immigrants were processed.
- On average, the inspection process took approximately 3-7 hours. For the vast majority of immigrants, Ellis Island truly was an “Island of Hope” - the first stop on their way to new opportunities and experiences in America.
- For the rest, it became the “Island of Tears” - a place where families were separated and individuals were denied entry into this country.
- <https://www.legendsofamerica.com/ellis-island/>





## Where is Ellis Island?



## Statue of Liberty

- The French government commissioned the Statue as a gift to the people of the United States for the centennial celebration of the American Revolution in 1876.
  - The purpose of the statue was to remember French support of the revolution and to honor the two countries shared commitment to liberty and democracy.
- While the French government committed to finance the statue, it was left to the American people to raise the necessary funds for the statue's base in New York harbor.
- When fundraising floundered in the U.S., Joseph Pulitzer, publisher of *The World*, a New York newspaper, began an editorial campaign denouncing the city's wealthy and middle classes for failing to support the project.
- Fundraising for the pedestal was not completed until the summer of 1885. The Statue was finally erected in July 1886, ten years after the centennial celebration.

- It was the delay in the fundraising campaign that gave advocates of European immigration the opportunity first to reconfigure the statue's meaning.
- At an 1883 Art auction for the statue, Emma Lazarus, a published poet and one of the founders of the Society for the Improvement and Colonization of East European Jews, read her poem imagining the statue as a beacon drawing the oppressed of the world to the land of Freedom.
  - Born into a very wealthy fourth-generation New York Jewish family, Lazarus was an outspoken advocate of Jewish and immigrant concerns, while the Society that she had helped to found was a Zionist organization committed both to aiding Immigrant Jews and to raising international concern about anti-Jewish pogroms in Eastern Europe.
- Lazarus died just a year after her first public reading of “the New Colossus.” By 1901, however, advocates of Eastern European immigration had succeeded in having her poem inscribed on the statue's base and over the generations since the Statue of Liberty has become a symbol not only of the role of Immigrant families and their descendants in nation's history but of the Immigrant Narrative itself.



LIBERTY ENLIGHTENING THE WORLD.

THE TRAVELERS INSURANCE CO. HARTFORD, CONN.

INCORPORATED IN THE UNITED STATES OF AMERICA.

*Wm. H. Bond*  
*J. W. Bond*  
*Wm. H. Bond*  
*J. W. Bond*



## Statue of Liberty

### “THE NEW COLOSSUS”

Not like the brazen giant of Greek fame,  
 With conquering limbs astride from land to  
 land;  
 Here at our sea-washed, sunset gates shall  
 stand  
 A mighty woman with a torch, whose flame  
 Is the imprisoned lightning, and her name  
 Mother of Exiles. From her beacon-hand  
 Glows world-wide welcome; her mild eyes  
 command  
 The air-bridged harbor that twin cities frame.  
 “Keep, ancient lands, your storied pomp!”  
 cries she  
 With silent lips. “Give me your tired, your  
 poor,  
 Your huddled masses yearning to breathe  
 free,  
 The wretched refuse of your teeming shore.  
 Send these, the homeless, tempest-tost to  
 me,  
 I lift my lamp beside the golden door!”

Emma Lazarus (1849-1887)

- With this poem on a bronze plaque inside the pedestal, the statue has become the most recognizable symbol of the U.S. commitment to immigration and to the granting of democratic rights to the oppressed of the world.
- However, the symbolic association of the statue with immigration was the intention not of those who originally proposed the statue but of immigrant advocates who successfully commandeered the statue for their political agenda in the years after it was first proposed.

# “The fool pied piper” S. D. Ehrhart, (1862-1937), 1909



THE BALKAN PRESS

THE FOOL PIED PIPER.



# Reporting on the Melting Process

- “Yes East and West, and North and South, the palm and the pine, the pole and the equator, the crescent and the cross—how the great Alchemist melts and fuses them with his purging flame! Here shall they all unite to build the Republic of Man and the Kingdom of God”
  - Israel Zangwill, 1908.

# “Devastation” 2 October 1880 by George Frederick Keller, *The San Francisco Illustrated Wasp*



**DEVASTATION.**

## Madison Grant: *The Passing of the Great Race* (1916)

- Madison Grant, New York lawyer, writer, member of the board of the Bronx Zoo and the American Museum of Natural History, wrote this book, one that would have enormous implications for population history in the U.S.
- In the this book, Grant argued that discoveries in archaeology, linguistics and genetics all showed that the Nordic race, having begun its existence in the mountains of southern Russia, migrated from there to their present locale in northwest Europe. These people possessed superior physical, psychological and neurological abilities and were able to subdue inferior peoples in their way.

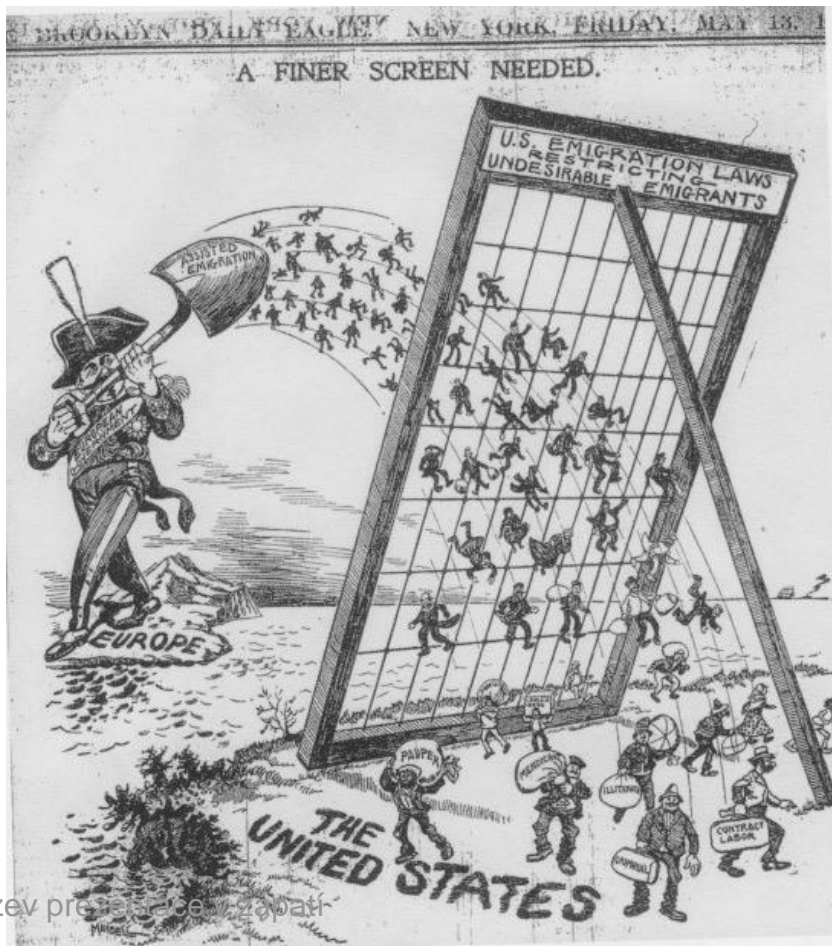
- According to Grant, it was this group, with their superior intellect and general prowess, having passed through Palestine, Greece and Rome, that was responsible for Christ, and Greek and Roman civilizations.
- After settling in northwest Europe, they were the driving force of the developments in Europe and were the major early settlers into America. It was there work and genius that resulted in the great American Republic.
- Grant argued that with the enormous influx of immigrants into the U.S., the quality of the genetic materials of the Nordics is being diluted and the U.S. faces an inevitable decline in greatness.

# The Immigration Act of 1924

- The arguments made by Grant were used in U.S. Congress to pass the Johnson-Reed Immigration Act of 1924, which effectively ended the great age of European immigration into the U.S.
- The act represented the first major attempt to restrict immigration into the United States. The establishment of a quota system limited immigration from southern and eastern Europe (primarily Jewish and Slavic) while allowing significant immigration from northern and western Europe. Asians were specifically excluded from immigration.

# Anti-immigrant sentiment in political cartoons

**A Finer Screen Needed, printed in the *Brooklyn Daily Eagle*, 1904**



**Reaction to the Reed-Johnson Act, *Columbus Dispatch* (Ohio), 1924**



Evans, Columbus Dispatch, 1924

## Post-war immigration to the U.S.

- Since the 1960s immigration has opened up to all parts of the world using a quota system
- Immigration and Nationality Act of 1965
  - Majority of new immigrants come from Latin America and Asia
    - In 2010, 21.2 million, or 53.1%, of the nation's 39.9 million foreign-born residents were born in Latin America or the Caribbean.
    - The size of the foreign-born population from Latin America has grown rapidly. In 1960, about 900,000 (or 9 percent of the total foreign-born population) came from this region.

## Countries of origin: Top 10

1920		2010	
Country	% of immigrants	Country	% of immigrants
Germany	12.1	Mexico	27.6
Italy	11.6	Philippines	4.3
Soviet Union	10.1	China	3.8
Poland	8.2	India	3.5
Canada	8.2	Cuba	3.4
U.K.	8.2	Vietnam	3.0
Ireland	7.5	El Salvador	2.7
Sweden	4.5	South Korea	2.5
Austria	4.1	Dominican Republic	2.4
Mexico	3.5	Canada	2.4



## Where do immigrants come from today?

Table 7. Top-20 Sending Countries, 1990, 2000, 2010

Country	2010	2000	1990
1 Mexico	11,711,103	9,177,487	4,298,014
2 China, HK, and Taiwan	2,166,526	1,518,652	921,070
3 India	1,780,322	1,022,552	450,406
4 Philippines	1,777,588	1,369,070	912,674
5 Vietnam	1,240,542	988,174	543,262
6 El Salvador	1,214,049	817,336	465,433
7 Cuba	1,104,679	872,716	736,971
8 Korea	1,100,422	864,125	568,397
9 Dominican Republic	879,187	687,677	347,858
10 Guatemala	830,824	480,665	225,739
11 Canada	798,649	820,771	744,830
12 United Kingdom	669,794	677,751	640,145
13 Jamaica	659,771	553,827	334,140
14 Colombia	636,555	509,872	286,124
15 Germany	604,616	706,704	711,929
16 Haiti	587,149	419,317	225,393
17 Honduras	522,581	282,852	108,923
18 Poland	475,503	466,742	388,328
19 Ecuador	443,173	298,626	143,314
20 Peru	428,547	278,186	144,199
<b>All of Latin America</b>	<b>21,224,087</b>	<b>16,086,974</b>	<b>8,407,837</b>
<b>All Immigrants</b>	<b>39,955,854</b>	<b>31,107,889</b>	<b>19,767,316</b>

**Source:** 1990 and 2000 decennial Census and 2010 American Community Survey. The Former Soviet Union would rank in the top-20 for all three decades if it were still a country. In 2010 about one million immigrants from that former nation were living in the United States.

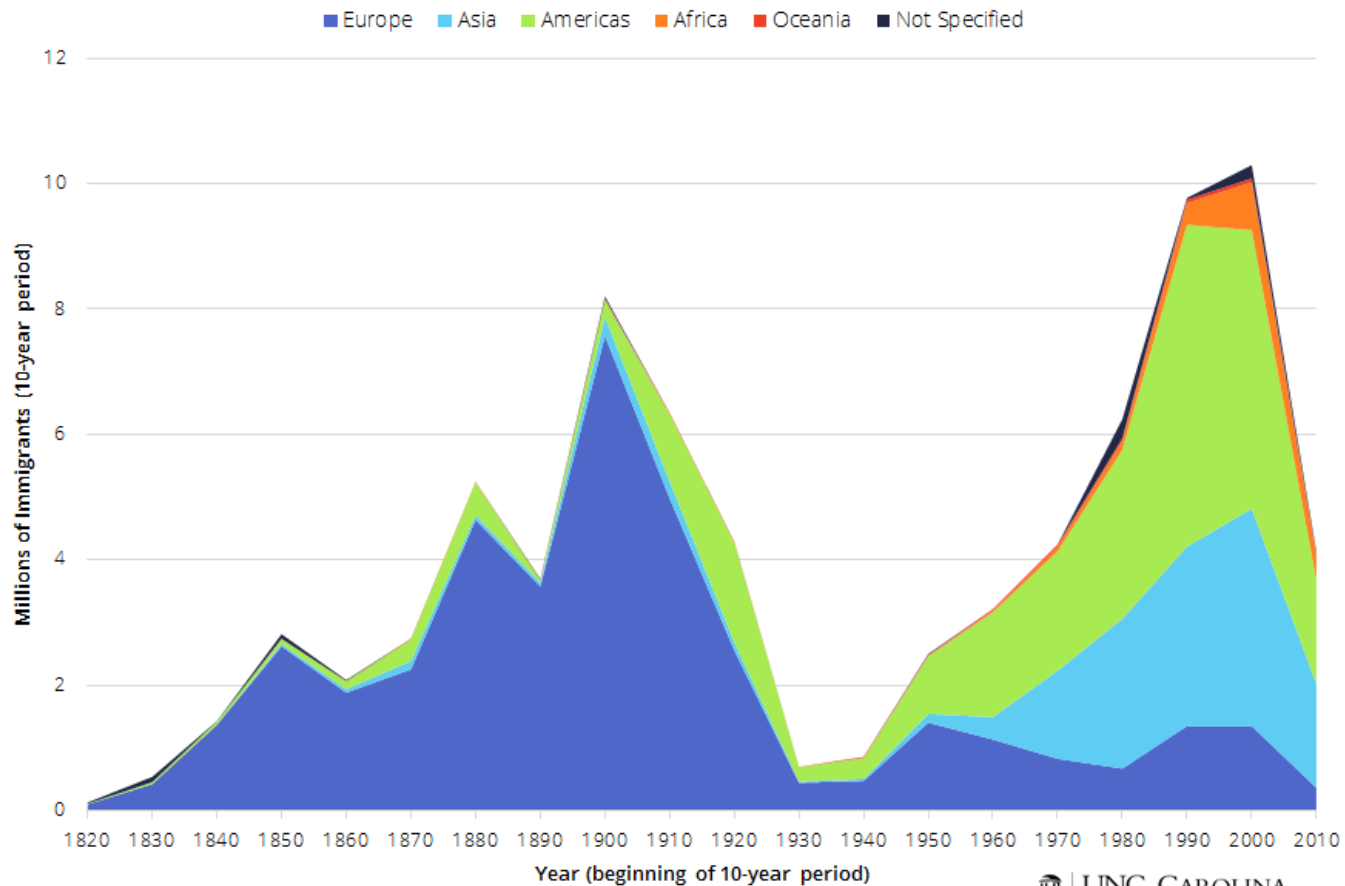
Table 6. Region of Origin for Immigrant Population by Year of Arrival, 2010

	Total	Entered 2000 or Later	Entered 1990-1999	Entered 1980-1989	Entered Before 1980
Europe	4,817,437	1,165,176	1,185,065	565,450	1,901,746
Asia	11,283,574	4,088,455	3,005,664	2,331,339	1,858,116
Latin America	21,224,087	7,470,706	6,020,374	4,195,263	3,537,744
Caribbean	3,730,644	1,119,717	909,531	786,656	914,740
Mexico	11,711,103	4,036,342	3,597,360	2,202,746	1,874,655
Central America	3,052,509	1,203,763	811,722	711,603	325,421
South America	2,729,831	1,110,884	701,761	494,258	422,928
Other Areas	2,630,756	1,138,743	643,775	321,395	526,843
<b>Total</b>	<b>39,955,854</b>	<b>13,863,080</b>	<b>10,854,878</b>	<b>7,413,447</b>	<b>7,824,449</b>

**Source:** 2010 American Community Survey.

# Immigration by the numbers

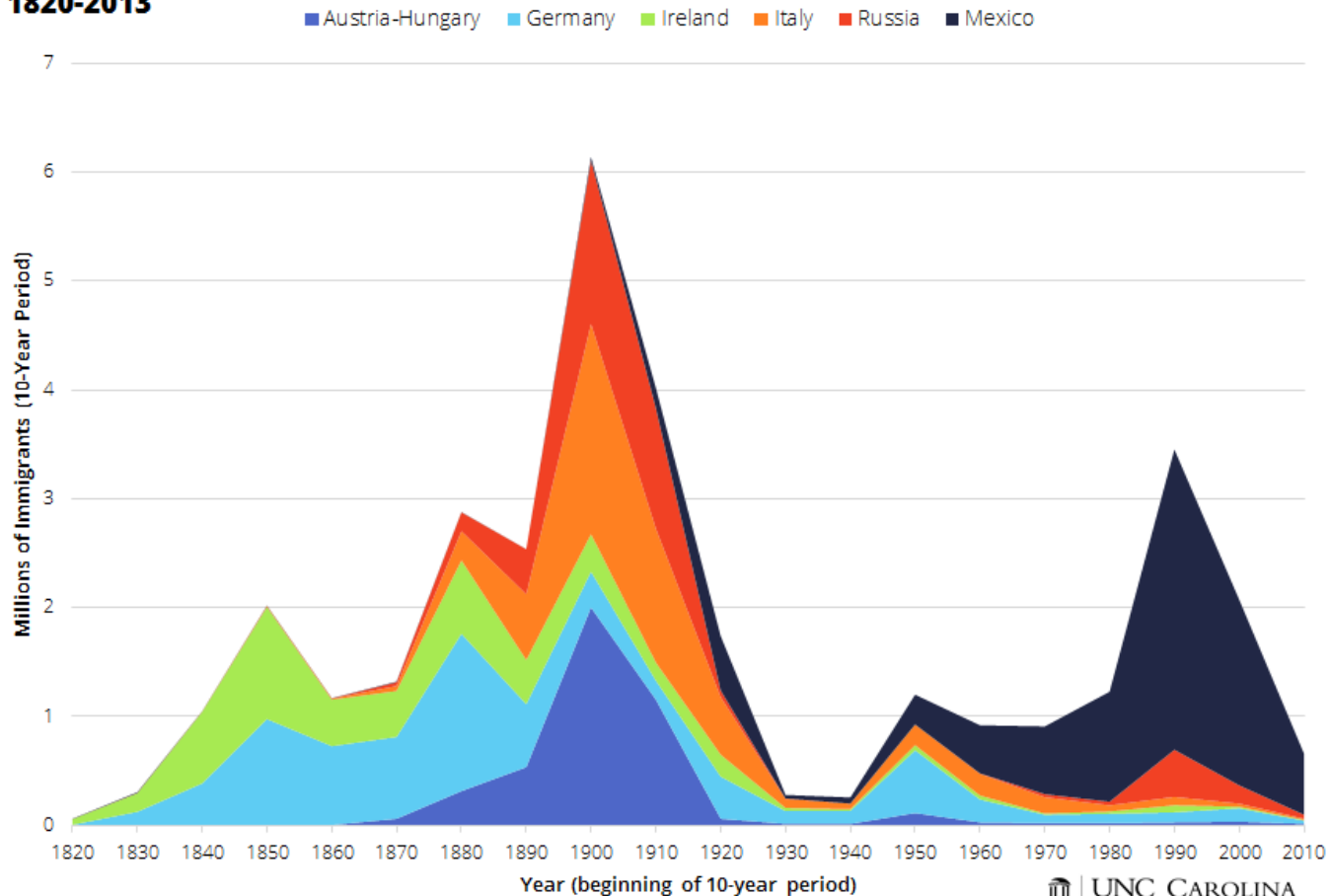
**Volume of U.S. Immigration & Continent of Origin by Decade, 1820-2013**



Data Source: U.S. Department of Homeland Security

# Countries with the most immigrants

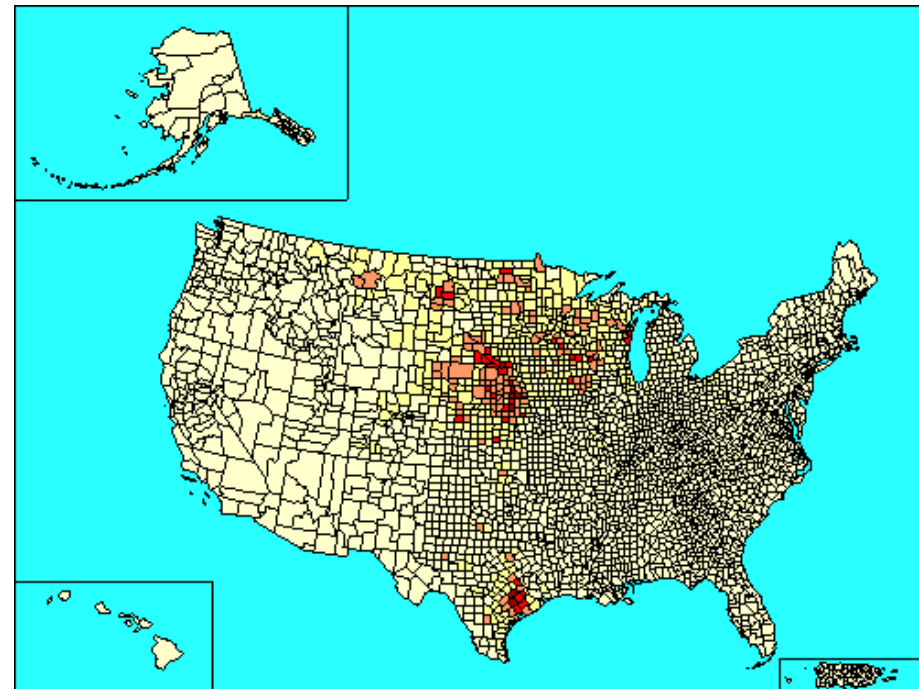
**Immigration from 6 countries with at least one decade of 1 million or more immigrants, 1820-2013**



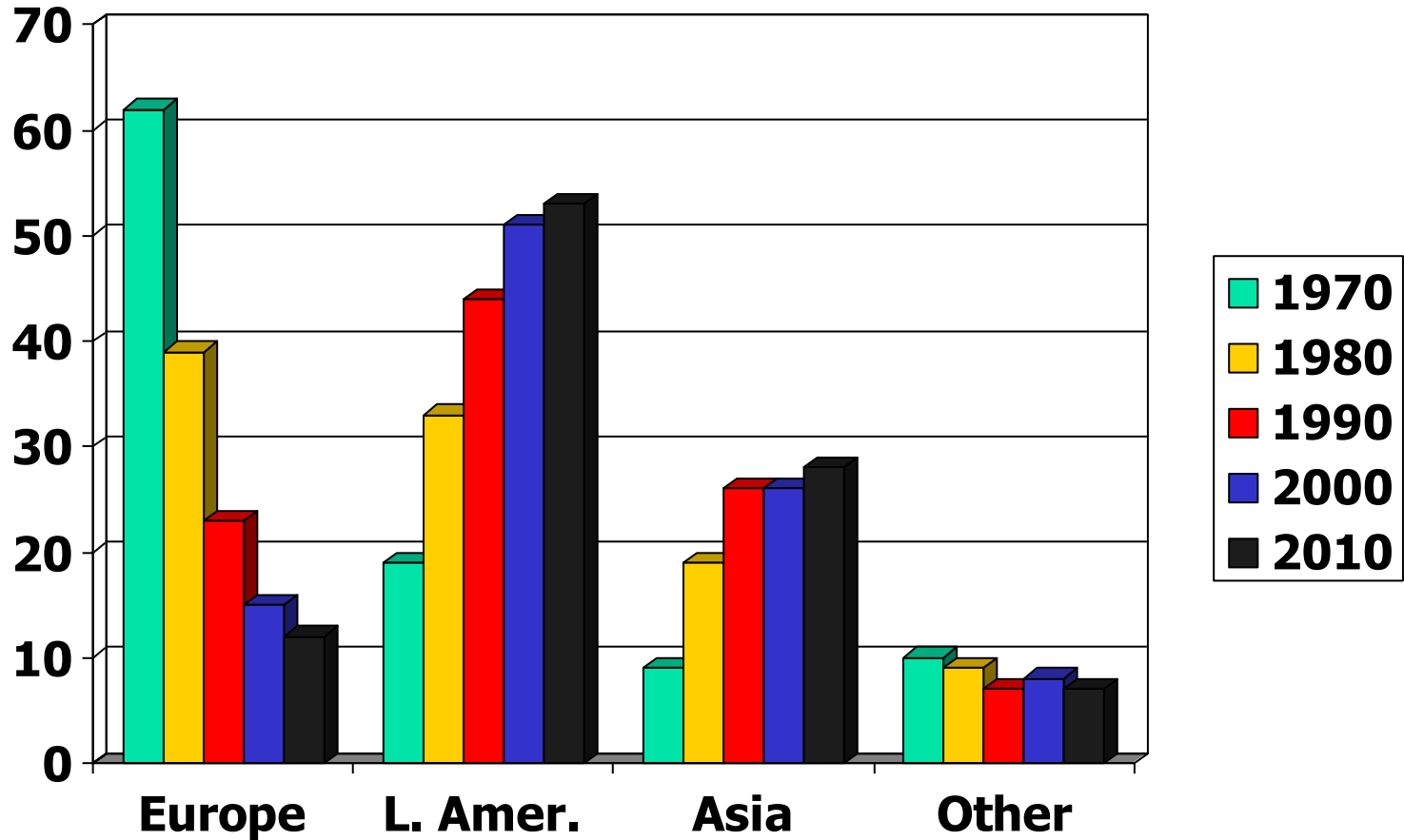
Data Source: U.S. Department of Homeland Security

# Czech immigration

- Three major waves:
  - 1880-1920
  - 1945-1950
  - Post-1968
- About 400,000 immigrants between 1850 and 1950
- Three major centers:
  - Chicago
    - Cleveland and New York City also important
    - Chicago had more Czechs than these two combined
  - Upper Midwest: Nebraska, Iowa
    - Predominately Bohemian
  - Texas
    - Predominately Moravian
- Early immigrants were primarily in agriculture but by 1910 only 14% had a farming background



# Foreign Born Population by Region of Birth



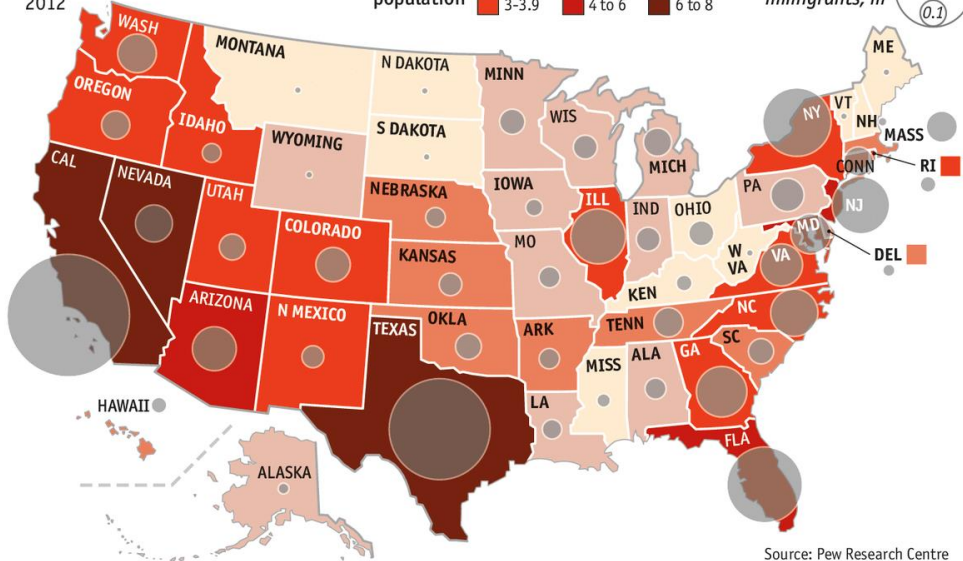
# Current Statistics on illegal/unauthorized immigration

## Where are “illegal” immigrants

## Profile of “illegal” immigrants

Unauthorised immigrants

2012

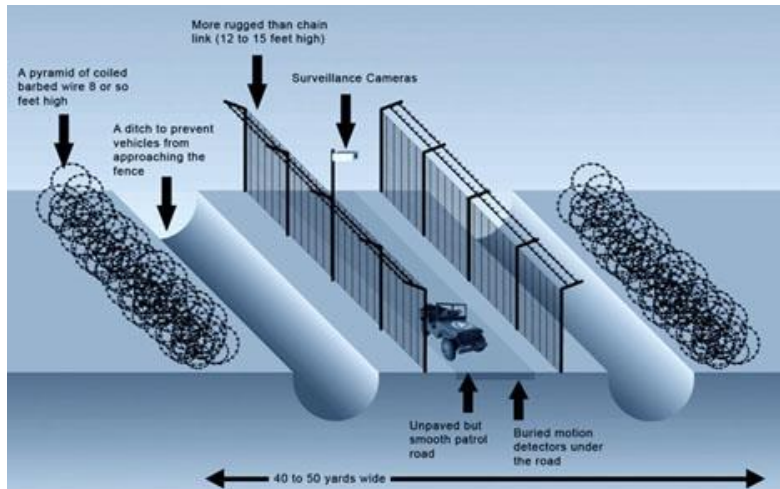


### Regions of Birth

Mexico and Central America	7,797,000	71%
Caribbean	260,000	2%
South America	690,000	6%
Europe/Canada/Oceania	423,000	4%
Asia	1,509,000	14%
Africa	342,000	3%

## Border fence with Mexico

- In 2006, Congress passed a law authorizing the construction 1,125 kilometers of fencing along the border with Mexico



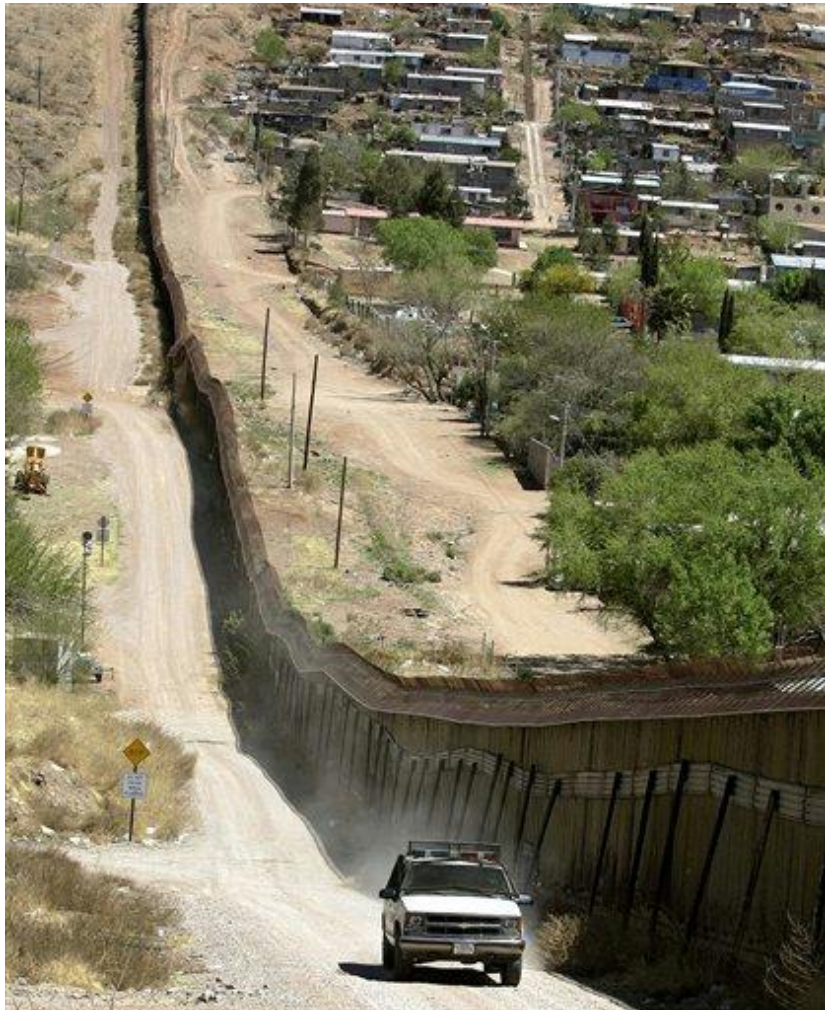
### Proposed fence on the southern border

The proposed fence to prevent illegal crossing of the 1,920-mile US-Mexico border would consist of a two-layer wall.





# Existing border fences: Nogales, Arizona and San Diego, California





# Build the Wall: Proposed border wall prototypes



# Immigrant responses to life in the U.S. range from resistance to acculturation

- Just about every immigrant groups held the belief that economic success was the key to becoming American.
- This idea we might call Earned Citizenship-- the belief that hard work and loyalty to one's new country will convince native-born (white) Americans to treat immigrants and their communities as full members of the nation.
- Sport (baseball and football) played an important role in the second generation
  - Many famous players were clearly “immigrant”
    - Football: Knute Rockne (1888-1931)
      - ❏ Born in Voss, Norway, emigrated at the age of 5
      - ❏ Played and coached at Notre Dame University (1913-1930)
      - ❏ “Win one for the Gipper” (George Gipp 1895-1920)
    - Baseball: Joe DiMaggio (1914-1999)
      - ❏ Born in San Francisco to Sicilian immigrants
      - ❏ Played for the New York Yankees (1936-1951)
        - ❏ The Yankee Clipper



- Schools as a tool for acculturation in the second generation
  - Language
  - The Pledge of Allegiance
    - I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands: one Nation [under God], indivisible, With Liberty and Justice for all.
    - ☒ First used in 1892, made official (i.e. put in law) in 1942, “under God” added in 1954 – currently the subject of a 1<sup>st</sup> Amendment legal challenge
- Resistance: It’s important to remember that acculturation was not the goal of every immigrant.
- Many came to the U.S. to make their “fortune” and then to return home.
  - More than half of Chinese immigrants to California and Japanese immigrants to Hawaii before 1930 returned to their homeland.
  - The return rate for Italian migrants was 60%.
- Image of “streets paved with gold” supported in film, literature, photographs and newspaper reports



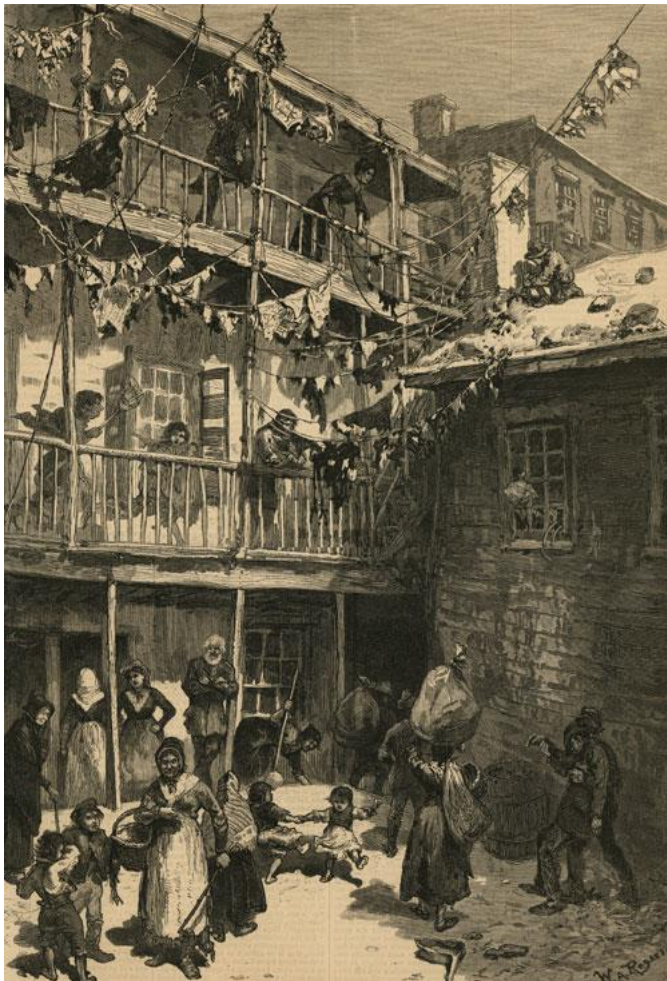
# Graduation from the Ford English School



# Swedish housemaids in America, late 19<sup>th</sup> century



# "Tenement Life in New York - Rag-pickers Court, Mulberry Street" 1879



## Reality of the immigrant experience could be quite different

The next morning, early, Bartolo told us to go out and pick rags and get bottles. He gave us bags and hooks and showed us the ash barrels. On the streets where the fine houses are the people are very careless and put out good things, like mattresses and umbrellas, clothes, hats and boots. We brought all these to Bartolo and he made them new again and sold them on the sidewalk; but mostly we brought rags and bones. The rags we had to wash in the backyard and then we hung them to dry on lines under the ceiling in our room. The bones we kept under the beds till Bartolo could find a man to buy them. Most of the men in our room worked at digging the sewer.

Rocco Corresca  
December 1902

At seven o'clock we all sit down to our machines and the boss brings each one the pile of work that he or she is to finish during the day.... This pile is put down beside the machine and as soon as a skirt is done it is laid on the other side of the machine. Sometimes the work is not all finished by six o'clock and then the one who is behind must work overtime.... The machines go like mad all day, because the faster you work the more money you get. Sometimes in my haste I get my finger caught and the needle goes right through it.... The machines are all run by foot power and at the end of the day one feels so weak that there is a great temptation to lie right down and sleep. But you must go out and get air, and have some pleasure....

Adie Frowne  
from *The Independent*, 1902



## Institution-building

- In many ways, though, the immigrant experience was more collective than individual.
- For most immigrants, their ability to survive and prosper in the U.S. was based on their ability to build collective organizations and strong communities: families, churches, fraternal organizations, unions, businesses, and ethnic enclaves. Within each of these institutions, we can find elements of resistance and acculturation.
- They were sites both for defending ethnic traditions and solidarities and for claiming Americanness, either by asserting their democratic rights or by demonstrating their fitness to be included in American society (earned citizenship).

# Plzensky Sokol (1895), Pilsen neighborhood, Chicago



## Bohemian National Cemetery (est. 1877, entry building 1893)



# San Jose Sharks Czech Heritage Night, Feb. 15, 2017



# Ethnic Niche Strategies

- Central to the range of immigrant strategies for life in the U.S. was the development of Ethnic Niches within the American Economy that served as the basis for either immigrants to save money for their eventual return home or as a springboard, usually for the next generation, for entering parts of American life and business that had previously been blocked to people of one's ethnicity and race.
- Why did specific immigrant groups tend to end up concentrated in specific industries and occupations?
- The reasons are myriad from the presence of specific skills and experiences brought from the old country and the success of individual entrepreneurs to anti-immigrant discrimination in other parts of the economy.
- What is important for our course is to pay attention to the ways that ethnic niche strategies combined old world traditions and ethnic solidarities with American aspirations and individualist ideals, particularly the belief that hard work would enable immigrants to earn the wealth and cultural attributes necessary to enter into mainstream American society.

# Ethnic identity in American society

- While immigrants to the U.S. bring with them a sense of ethnic identity and cultural values and traditions, it is within their American experience and their interactions with both native Americans and other members of other ethnic and racial groups that their sense of identity-- of what means to be Irish, Jewish, Japanese-- is remade.
- Moreover, what it means to be Irish, Jewish, Chinese, Japanese in America is largely defined by distinguishing one group from another.
- Drawing contrasts with the other is crucial to the development of in-group understanding of what makes one's group different from others.
- Use of “ethnic holidays”
  - St. Patrick’s Day – March 17 (Irish)
  - Columbus Day – October 12 (Italian)
  - Cinco de Mayo – May 5 (Mexican)
  - Martin Luther King Jr. Day – 3<sup>rd</sup> Monday in January (African Americans)
  - Casimir Pulaski Day (Illinois) – March 1 (Polish)
  - Christmas Variants:
    - Hanukkah
    - Kwanza
  - Lunar New Year – January/February (Asians)

# Děkuji za pozornost.

Tento projekt je spolufinancován Evropským sociálním fondem a státním rozpočtem České republiky.



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ