**Immigration Across the Disciplines**

**Week 6 Notes**

**Questions**

Did the US declare the Philippines independent just because they felt threatened by the way those Filipinos that migrated to the US integrated into society?

If the US was so eager to be rid of the Philippines, why keep them as a commonwealth?

Regarding the paintings, I noticed that there is very little face detail and some of the figures even appear headless. Was this a style of the time, or is there a significant symbolic meaning?

**Ngai, Chapter 3**

Despite concerns over the racial & ethnic composition of the country, economic factors also factored in to the Johnson-Reed Immigration Act (1924) 🡪American industry now depended on increased capacity arising from technological advancements (p.93)

Adversely, agriculture (especially in the west) required a growing labor force, and the Act ended Asian immigration (p. 94).

Under the Tydings-McDuffie Act, the Philippines were declared a separate nation, resulting in the removal of any Filipinos in the US (p. 96-97).

**Benevolent Assimilation**

Previous instances of US expansion involved regions that were viewed as future states, but the colonies gained from Spain following war in 1898 were populated by too many non-Europeans (p. 98).

 The rationale: we were trying to civilize the natives (. 98-99).

Territories were granted the status of “nationals;” they owed allegiance to the US, but held none of the citizenship rights. (p.100)

**The Problem of the Migrating Filipino National**

Students were encouraged to emigrate to the US to obtain university education, then return to the Philippines to take up positions as doctors, lawyers, and other societal leaders as part of building a Filipino nation. (p. 101)

 Labor migration was frowned upon, and several Filipino laws restricted or regulated emigration to Hawai’i.

Despite being discouraged from immigrating to the mainland, the loss of labor caused by the Gentleman’s Agreement resulted in a demand for Filipino’s as agricultural labor. (p. 102)

Whites on the West Coast perpetrated increasing violence against Filipinos. (p. 105)

Investigations turned up little at first. Filipinos did not compete with whites for jobs, and even against other ethnic groups they did not compete because they were willing to fight for wage equality (p. 106-107).

**The Social Maladjustment of a “Womanless Group”**

Due to their Americanism (Filipinos dressed in contemporary style, were Christian, attended American-style schools even in their homeland, and spoke English well), traditional denial from white Americans was impossible (p. 109-110).

 To bridge this: portray them as sexually aggressive, as with black males. (p. 110)

Filipino men fancied white women, and Filipino women rarely came to the mainland, leaving the Filipino population at an awkward imbalance (p. 110-111).

 However, studies showed that Filipino men most often married Mexican or mulatto women (p. 111).

Laws eventually shifted to prevent marriages between Filipino-white couples (p. 115).

**Decolonization & Exclusion**

The rising levels of violence caused many patriotic organizations to support exclusion of Filipinos. (p. 116)

Trade relationships with the Orient required that the US find a fair deal with the Philippines, so exclusionists began to focus on the idea of trying to move the Philippines toward independence. (p. 117)

Between 1932 & 1934, two acts were proposed, both involving a 10 year transition period with increasing legislative and executive control taken by the Philippine legislature. (p. 119)

As opposed to being an independent nation, they became a commonwealth (p. 119), granting them governing freedom but declaring that any Filipinos that were ineligible to become US citizens would be unable to enter the US but maintaining their allegiance to the US.

**Repatriation & the Return to Invisibility**

The government, in 1935, passed legislation to support government-funded repatriation of Filipinos (p. 121).

Fears of returning home empty-handed (derived from pride) & of being unable to find work, especially with skillsets learned in the US, resulted in Filipinos being slow to take advantage (p. 122).

Transfer of Filipino inmates, mental patients, and hospital patients did not receive warm welcome in the Philippines (p. 124).

**Ngai, Chapter 4**

**The Creation of the Mexican Agricultural Proletariat in the United States**

Changes in agriculture and the organization of the labor force shifted, resulting in hundreds of thousands of Mexican immigrants and Mexican Americans following seasonal paths in search of work as cheap labor. (p. 130-131)

A migratory workforce ensured cheap labor, but also satisfied the need for Euro-American control & domination (more settled workers would form unions and ethnic organizations, resulting in stabilized communities that might strive for greater equality). (p. 131)

In contrast to colonization, “importing” Mexican labor did not require try to assimilate them to become citizens; it allowed for severe segregation and restriction. (p. 133)

 However, as free labor, they exercised the right to quit if they did not appreciate their treatment. (p. 133)

Repatriation of Mexicans in the early 1930s created a labor shortage that led to remaining laborers striking for increased wages (p. 135-136).

Laws passed to regulate minimum wage and federal benefits excluded agricultural laborers from the legal definition of worker. (p. 136).

In an attempt to counteract labor shortages caused by WWII, the US Employment Service was authorized to import 6000contract laborers, a practice outlaws in 1885 as no better than slaver; workers could not bargain for wages or working conditions on any level. (p. 137-138)

**The Bracero Program**

The bracero program was proposed as an alternative to Mexico participating in the Allied forces during WWII. (p. 138)

While terms of wage or the contract could not be bargained, braceros could select representatives to communicate with employers regarding contract violations on the part of the employer (fair treatment, no segregation, etc.). (p. 140)

Employers often paid less than stipulated by the contracts. (p. 142)

In some rare cases, the braceros took direct action, often by going to their consuls. (p. 145)

**The Wetback Invasion**

Although the bracero program was meant to curb illegal immigration, poor conditions that led to high desertion rates actually increased the number of illegal immigrants. (p. 147)

Because wetbacks were associated with crime and social degradation, and they were superficially indistinguishable from legal Mexicans in the US, they were lumped into one stereotyped category. (p. 149)

Wetbacks branched out of agricultural labor and became harder to detect as they moved farther from the border in search of wages. (p. 150)

**INS Policy: Carrot & Stick**

The INS, rather than deport all illegals, instead legalized tens of thousands, creating “specials.” (p. 152)

Legalization often involved letting the worker put one foot on Mexican soil and then reenter, this time legal. (p. 153-154).

Growers pushed for the legalization of illegal workers. (p. 154)

General Swing began Operation Wetback with military precision, deporting hundreds of thousands of illegal Mexicans. (p. 155-156)

**Critique & Opposition: Drawing the National Boundaries of Class**

Although often related to a bracero or illegal worker, Mexican Americans often resented them and saw them as infringing upon their territory (to be expected, especially considering that the stereotypes applied to Mexican Americans arise from braceros and illegals). (p. 158-159)

In order to separate themselves as much as possible from wetbacks, Mexican Americans constantly invoked their citizenship, even lumping themselves in with the blacks (this time period saw the rise of the black civil rights movement). (p. 160)

Several unions tried to include braceros among their ranks. (p. 160-161)

Political officials began to attack the bracero program, citing incidences of improper treatment and the depression of wages across the board. (p. 163)

 Domestic farm workers were often organized and used to protest against the program. (p. 163-164)

The new (or at least stronger) liberal/democratic sense following WWII caused many to be appalled by the conditions of imported workers and what they had to endure; mechanization of cotton and other crops led to a reduced need and opened the avenue for abolishing the program entirely. (p. 165-166)

Despite all of this, and the dismantling of the bracero program, imported labor continues to have precedent in the 21st century. (p. 166)

**South by Southwest: Mexican Americans & Segregated Schooling, 1900-1950 (Vicki L. Ruiz)**

Segregated schools were espoused as centers to Americanize Mexicans in the US. (p. 23)

Even in segregated schools, Title XIX having declared English the official language of public schools, children felt outcast by the mere fact that they were prohibited from speaking Spanish. (p. 23-24)

Most segregated schools worked to train Mexican children to become domestic workers or factory workers; basically, low-income, subservient jobs. (p. 24-25)

Community efforts, in conjunction with the Mexican consuls, sought legal backing to enforce change. (p. 25)

Judges, rather than relying solely on legal precedent, began to consider social sciences information and other new findings in their rulings. (p. 27)

**The Great Migration (Joe William Trotter, Jr.)**

Though migration has been characteristic of African peoples, especially blacks in America, they did not take on voluntary migration until after the Civil War and emancipation. (p. 31)

This resulted, especially after WWI, in a huge shift from blacks being almost entirely rural to becoming almost entirely urban. (p. 31)

Restrictions on immigration allowed blacks to become the labor force sought by industry. (p. 31)

Rural black migrants went first to southern cities, then journeyed to northern cities. (p. 32)

Black women facilitated migration by emphasizing and orchestrating familial ties and movement. (p. 32)

In response to racial conflict, blacks began to organize their own culturally-centered groups. (p. 33)

**Harlem Renaissance (biography.com)**

**The Great Migration**

Blacks began to form a middle class, but continued racial segregation and economic depression in the south prevented what they expected to achieve in a middle-class lifestyle.

Although racism was not absent in the north, it was much less than in the south and blacks were able to find many more opportunities.

**Harlem: The Black Mecca**

Housing in Harlem was much cheaper than other locales.

The concentration of blacks in this area attracted many of their greatest scholars, artists, and entrepreneurs.

**The Harlem Renaissance**

Social and political organizations founded by blacks, for blacks began to emerge.

Artists and writers were relied on to convey the plea of the black community, resulting in an explosion of paintings, music, and writing.

**Culture Comes Together**

Magazines and other popular media were used to showcase black writers and unite them with white patrons.

**The Jazz Age**

The end of WWI ushered in societal changes, resulting in a desire for the excess and unnecessary (the Roaring 20s).

Prohibition led to speakeasies, which actually caused whites to be exposed to black musicians.

**The End of the Renaissance**

The Great Depression ended much interest in the developments that had begun in Harlem.

**NPR (http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=218074523&m=218122799)**

Many blacks went to European countries, especially to France.

The first wave of black immigration to France came with the Lousiana Purchase, where they had lived freely under French territory and then were taken over by American.

Many black soldiers from WWI returned to France (esp. Paris), and were extremely popular.

**Richard Wright (http://www.wnyc.org/story/192767-richard-wright/)**

Richard Wright extols Paris as a virtual Paradise for blacks, from its physical beauty and pride to its acceptance (and in fact, JOY) of black culture and ideas.

Wright enjoys the versatility and adaptability of French artists.

**Zora Neale Hurston & Langston Hughes**

Hurston comes across as very strong-willed, refusing to be upset by being labeled “colored.”

 The fact that her ancestors were slaves does not concern or upset her; it is in the past.

Hughes’ poetry has some dark tendencies, but with a positive twist.