**US History Research Note Tracking Sheet**

Your Name: Allison Sheng

Your Topic: What was the history behind The Chinese Exclusion Act and what did Chinese Immigrants do to try to resist it?

Directions:

Every time you read anything related to your research paper you must do ‘note-tracking’ on this same sheet. This note-tracking sheet is worth 40 out of the 155 points for the 20% ‘Research Paper Grade’ this semester.

Save this sheet as “Your Name’s Research Note-Tracking Sheet” and keep adding notes to this same sheet as you go along in the semester.

I will check your note-tracking sheet for a homework grade at various times in the semester. Your final note-tracking sheet for 40 points is due March 31st for A-Day and April 1st for B-Day.

If you do a good job taking notes and writing down paraphrases and quotations here, then you can use them in your actual research paper.

Pink = Academic Journal, Blue = Website, Green = Book/E-Book, Red Font = Primary Document

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| **Date and**  **Specific Time** | **Source and Specific Pages Read** | **Notes from this Specific Reading**   * You can simply write a summary at the end of your reading… and/or * You can copy some “specific quotations” and page numbers… and/or * You can paraphrase with some “quotations” … and/or * You can take some notes as you read. |
| 1/11 Monday  13:49 – 14:08 | Public Health – PTSD and Vietnam War Veterans: Lasting Issue 40 Years Later  (full website article) | <https://www.publichealth.va.gov/exposures/publications/agent-orange/agent-orange-summer-2015/nvvls.asp>  ***US Department of Veterans Affairs***  PTSD aka Post Traumatic Stress Disorder  Following a traumatic event, the symptoms of PTSD include:   * Flashbacks * Upsetting memories * Anxiety   PTSD was first recognized as a major mental health condition in 1980.   * 5 years after the end of the Vietnam War   “Despite the passage of 50 years since the war, for some Vietnam Veterans, PTSD remains a chronic reality of everyday life.”  People conducted many studies to try to understand the long-term effects of PTSD.  Key Findings:  Most Vietnam War veterans are both mentally and physically healthy, but somehow still suffer severely from PTSD.  National Vietnam Veterans Longitudinal Study   * NVVLS * First study to measure the long-term health and mental health of Vietnam Veterans. * Compared two groups of veterans: those deployed to the Vietnam War vs. those who served but were not deployed to the war. * Included a self-report survey, a phone interview, and for some, an additional phone interview led by a mental health clinician that focused on issues like PTSD, depression, and substance abuse. |
| 1/12 Tuesday  19:04 – 19:31 | Maryville University: Understanding a Veteran with PTSD, PTSD and the Military, Living with PTSD | <https://online.maryville.edu/online-bachelors-degrees/psychology/understanding-a-veteran-with-ptsd/>  Challenges Faced by War Veterans Post-Service   * Hard to re-establish roles within family * Hard to find job (eg. Enlisting right after graduation; first time applying for job) * Adjust to life of making their own decisions; not being told what to do, how to do it, and when to do it   National Institute of Mental Health explains that “PTSD is a disorder that develops in some people who have experiences a shocking, scary, or dangerous event”   * Applies to war veterans since they most likely have first-handedly seen and experienced traumatic injuries, deaths, etc. of their fellow comrades and others   Many war veterans who suffer from the effects of PTSD tend to develop avoidance symptoms where they stay away from anything that may remind them of the experience.  They experience:   * Cognitive changes * Sudden mood swings * Find it difficult to remember the entire traumatic event. * Feel guilt associated with their part within the event. * Flashbacks of the traumatic event * Bad dreams * Frightening thoughts * Easily startled, feeling on edge, display angry outburst (reactivity symptoms) * Anxiety that sometimes comes with the nighttime and subsequent darkness   PTSD risk can rise after returning home and is often based on various post-deployment factors. |
| **CHANGED RESEARCH PAPER TOPIC** | | |
| 1/23 Saturday  14:10 – 14:23 | A Standing Menace to Republican Institutions: A Brief Overview of the Chinese Exclusion Act of 1882 and America’s First Attempt to Ban a “Defined” Group from Entry into Our Nation | Author: Lockemy, Judge James E.  “On May 6, 1882, 135 years ago, the United States made its first attempt to ban an entire group from entry into our country”  “The effort was clearly discriminatory, as the title of the legislation itself shouted out racism”  First major law restriction on a group’s immigration to the United States  Attempted to limit this to the Chinese laborers, but government officials and courts for found this term extremely difficult to define.  For two decades, California tried to prohibit or limit Chinese immigration, but each effort was stricken down by the courts citing California’s Constitution that required that all people regardless of race be treated the same. |
| 1/23 Saturday  14:41 – 14:57 | A Standing Menace to Republican Institutions: A Brief Overview of the Chinese Exclusion Act of 1882 and America’s First Attempt to Ban a “Defined” Group from Entry into Our Nation | By 1880, Congress passed a bill to ban Chinese immigration for 20 years.  The White House signaled it was not opposed to the basic terms of the legislation but vetoed it because it went beyond the 10-year limit set out in the Treaty.  Congress then revised and passed the bill limiting the term to 10 years, andthe Chinese Exclusion Act of 1882 was signed into law on May 6, 1882, by President Chester A. Arthur. In 1892, the Act was extended for an additional 10 years and was made indefinite (the 10-year limitation being ignored) in 1902. |
| 1/24 Sunday  15:10 – 15:40 | October 1, 1888: Message Regarding Chinese Exclusion Act  (Full Transcript of Speech) | Speech by Grover Cleveland  Grover Cleveland is the 22nd and the 24th US President   * Served from 1885 to 1889 and from 1893 to 1897   Cleveland renews the Chinese Exclusion Act, restricting Chinese immigration to the United States.  “it was agreed that the United States should at will regulate, limit, or suspend the coining of Chinese laborers to the United States, but not absolutely prohibit it; and under this article an act of Congress, approved on May 6, 1882 and amended July 5, 1884, suspended for ten years the coming of Chinese laborers as were at that time in the United States” |
| 1/24 Sunday  18:51 – 19:07 | Office of the Historian: Chinese Immigration and the Chinese Exclusion Acts | <https://history.state.gov/milestones/1866-1898/chinese-immigration>  1850   * Discovery of gold in California * Large population of Chinese workers migrated to the United States * Knew that there was a wide range of job opportunities * Majority worked in gold mines and took on factory and agricultural jobs   The number of Chinese labors increased due to increased immigration rates   * Strength of the anti-Chinese sentiment among the other workers in the industries rose along with it.   After a while, this resulted in a legislation that aimed to limit future immigration of Chinese workers to the United States |
| 1/30 Saturday  15:36 – 15:58 | Some Denominational Reactions to Chinese Immigration to California, 1856 - 1892  Pg. 49-50 | Author: Robert Seager II   * Professor of history in Denison University, Granville, Ohio   The California Gold Rush   * 1848 * Brought along the first Chinese to California * “brought one of the most emotional and complex social, political, and economic problems in American history” * 25,000 Chinese in Cali by 1853 (largest single minority group in the state)   Chinese laborers   * Were willing to worker longer hours for lower wages * Deflated price of labor in gold fields * ^led directly and quickly to anti-Chinese riots and discriminatory anti-Chinese legislation   Anti-Chinese   * 1852 – California legislature passed a foreign miners’ tax * 1853 – anti-Chinese riots and demonstrations in San Fran * 1855 – state legislation which levied a fifty-dollar head tax on all Chinese immigrants   **Reverend William Speer**   * Presbyterian clergyman * Former medical missionary in Canton * Opened the first Christian church for Chinese in San Fran in November 1853 * **“his knowledge of the Chinese language and his interest in the problems of the Chinese in California made him their logical spokesman”** * Argued the case (repealing foreign miners’ tax and Chinese landing head tax) for inarticulate Orientals * With statistical evidence, he pointed to the positive material benefits of Chinese immigration to the state, emphasizing **trade** with China for West Coast shippers, **rents** from Chinese tenants for California landlords, and **taxes** from the Chinese for the state treasury |
| 1/30 Saturday  19:23 – 19:46 | Some Denominational Reactions to Chinese Immigration to California, 1856 – 1892  Pg. 51- | Anti-Chinese demonstrations   * Competitions for jobs * Between Irish and Chinese, both struggled for survival * Irish turned to union activity, to the organization of societies for Chinese exclusion * Outright physical persecution of Chinese workers   Intensification of anti-Chinese economic and racial antagonism in the mid-1870s   * Chinese were easy targets (inarticulate and confused) * Spokesman for Chinese were Protestant clergymen and California businessmen * Irish catholic workingmen and labor unions – against Chinese labor |
| 2/6 Saturday  14:45 – 15:22 | This Land is Our Land: A History of American Immigration  (Chapter 3: The Other Shore) | eBook by Linda Barrett Osborne  Immigrants from Asia   * Viewed the US as an “enormous continent” with “rich land” and “respect for freedom and equality” * Most people left their home countries because of extreme poverty   Chinese   * The first large Asian group that arrived at the US (around 1849) * Most were men * Drawn by the California Gold Rush * Around 380,000 Chinese immigrated to the United States between 1849 and 1930 * Most came to mine gold, build railroads, work on farms, open shops, and live in California   Chinese workers were beneficial to society   * Railroad owners believed that Chinese men worked harder and were more dependable than other immigrants and Americans (they also worked for less pay) * At a point, 80% of Central Pacific Railroad workers were Chinese * Most intended to return to China after earning enough money, but many remained in the US   Threatened by the skills of Chinese laborers   * Owners of mines, railroads, and farms considered Chinese people excellent workers * White workers saw them as a threat to their jobs * White politicians objected to their presence * Most Chinese lived in California, so California tried harder than any other state to limit Chinese immigration * Anti-Chinese sentiments began to form |
| 2/6 Saturday  15:27 – 15:58 | This Land is Our Land: A History of American Immigration  (Chapter 3: The Other Shore) | “certain it is, that the greater the diversity of colors and qualities of men, the greater will be the strife and conflict of feeling” – Hinton Helper in *The Land of Gold* (1855)  “An Act to Discourage the Immigration to This State of Persons Who Cannot Become Citizens Thereof”  After the completion of the first railroads, many Chinese laborers were out of work and looking for other jobs   * The white Americans panicked   **There were also many Americans who supported immigration to the United States**   * 1871 * Cartoonist Thomas Nast shows a woman who represents American, scolding Americans who oppose Chinese immigration * “Hands of, gentlemen! America means fair play for all men,” she reminds them.   images  **As the number of Chinese immigrants increased, so did the opposition to them.**   * James Wales - 1886 cover of American humor magazine *Puck* * Showed a man representing Oregon shooting at and killing Chinese men who wanted to come there.   images  **CHINESE RESISTANCE**   * Immigrants came together to protest against such prejudice and discrimination * Around 1878, 1,300 Chinese petitioned the state about a law that did not provide schools for their children * In 1885, the law was amended to provide separate schools “for children of Mongolian or Chinese descent”   Living in the United States was a combination of opportunity and discrimination |
| 2/6 Saturday  16:15 – 16:34 | This Land is Our Land: A History of American Immigration  (Selected Timeline of Immigration History) | 1849   * The California Gold Rush draws many immigrants to the United States, including Chinese * Those who arrive by ship from foreign countries pass through customs inspections, but there are no limits on immigration     1841-50   * About 1,700,000 immigrants arrive   1875   * Congress passes an act banning the immigration of Chinese workers being brought to this country without their consent   1882   * Congress passes the Chinese Exclusion Act, banning Chinese workers from coming to the United States for ten years   1943   * Congress repeals the 1882 Chinese Exclusion Act * Chinese immigrants become eligible for citizenship |
| 2/7 Sunday  13:03 – 13:27 | The Impact of Skill-Based Immigration Restrictions: The Chinese Exclusion Act of 1882  Pg. 298 - 299 | <https://www.journals.uchicago.edu/doi/10.1086/683186>  <https://www.jstor.org/stable/10.1086/683186>  Author: Joyce J. Chen  Publisher: University of Chicago Press  Publication Year: 2015  Before the Chinese Exclusion Act of 1882, some restrictions had already been imposed on Chinese immigrants   * “The Page Law of 1875 which barred any persons from entering the country for ‘lewd and immoral purposes’ and referred specifically to ‘any subject of China, Japan, or any Oriental country’”   Chinese Exclusion Act of 1882   * “Was the first in US history to differentiate by national origin and began a long history of racially motivated immigration restrictions” * Banned immigration of Chinese laborers (skilled or unskilled) – provided specific exemptions for merchants, teachers, students, and officials   Effects of the Restrictions   * Increase in the average skill of targeted immigrants |
| 2/7 Sunday  13:45 -14:04 | The Impact of Skill-Based Immigration Restrictions: The Chinese Exclusion Act of 1882  Pg. 300 – 303 | <https://www.journals.uchicago.edu/doi/10.1086/683186>  <https://www.jstor.org/stable/10.1086/683186>  Historical Context/Background about Chinese Immigration Prior to the Act of 1882  Before 1854 – Chinese immigration <50 people each year  In 1854 – Number of Chinese Immigrants skyrocketed to 13,000 people   * After the discovery of gold in California   After 1854 – Chinese immigration stayed between 3000 to 7000 people for the next 10 years |
| 2/20 Saturday  11:10 – 11:31 | The Chinese Exclusion Acts: A Racist Chapter in US Civil Rights History    (First two sections) | <http://ocaseattle.org/2012/05/21/the-chinese-exclusion-acts-a-racist-chapter-in-u-s-civil-rights-history/>  Author: Doug Chin  1882 Chinese Exclusion Act   * Prohibited the immigration of Chinese laborers * Denied Chinese people of naturalization * Required Chinese laborers already legally present in the US who later wish to reenter to obtain “certificates of return”   Other acts were passed by the US to try to extend the exclusion act   * The Scott Act (1888)   Prohibited all Chinese laborers who would choose or had chosen to leave the US from reentering   * The Geary Act (1892)   Extended the Chinese Exclusion Act for 10 years and required all Chinese persons in the US to register with the federal government in order to obtain “certificates of residence”  Anti-Chinese Era   * Began with the arrival of the Chinese in California in the 1850s * Spread throughout the American West |
| 2/20 Saturday  12:04 – 12:36 | The Chinese Exclusion Acts: A Racist Chapter in US Civil Rights History  (Last Section) | New Chinese Immigration and Anti-Chinese Era   * 1965 Immigration Act   ^This act allowed Chinese immigrants to immigrate to the United States on a larger scale   * Limit of 170,000 immigrants from the Eastern Hemisphere can enter the United States annually * Maximum of 20,000 from each country * This brought along the arrival of Chinese from China, Hong Kong, Taiwan, and other Southeast Asian countries   Chinese immigration to the US has increased so much that their population in the America has basically doubled every decade since the passage of the 1965 Immigration Act   * The New American is much more tolerant of Chinese * **Thanks in large part to the civil rights movement in the 1960s that opened up economic and educational opportunities for racial minorities and others** * Since the 1970s, there are programs to help immigrants and refugees to adjust to American, to find jobs and create businesses, to further their education, and deal with legal issues   Relative success of these new Chinese immigrants   * Less discrimination towards them * Previous years, the Chinese fought hard for their civil rights and equal treatment |
| 2/21 Sunday  16:47 – 17:11 | An Act to Prohibit the Coming of Chinese Persons into the United States, or the Geary Act | May 5, 1892   * Congress passed the Geary Act   “An Act to Prohibit the Coming of Chinese Persons into the United States”  Geary Act   * Named after its sponsor, Thomas Geary, who was a democrat from California * Extended all legal limitations on Chinese immigration, including the Chinese Exclusion Act of 1882 * “required that all Chinese laborers residing in the United States obtain, within one year, a certificate showing their eligibility to remain in the country” * “violators were subject to a one-year prison term, followed by deportation”   The Geary Act consisted of 9 sections where the government explains why the act is necessary and how it works.  “All laws now in force prohibiting and regulating the coming into this country of Chinese persons and persons of Chinese descent are hereby continued in force for a period of 10 years from the passage of this act” |
| 2/23 Tuesday  19:28 – 20:11 | Immigration, Exclusion, and Taxation: Anti-Chinese Legislation in Gold Rush California  Pg. 779-781  Pg. 792 | Author: Mark Kanazawa  Beginning in the early 1850s, the Chinese immigrated willingly, even eagerly, to the United States in significant numbers  Once here, they encountered discrimination and legislative prohibitions on further immigration   * Congress enacts the Chinese Exclusion Act in 1882 * ^renewed in 1892 and 1902 * Restrictions on immigration from China * Penalties of fines and imprisonment for captains of ships caught transporting Chinese to the US   Chinese workers competed with native workers for scarce jobs, generating support for exclusion among the latter.  **Employers probably opposed the exclusion because the Chinese were inexpensive, highly productive workers, and their presence increased company profits and reduced the bargaining power of native workers**.  California Gold Rush   * California experienced a massive influx of Chinese miners in response to the discovery of gold in 1848   Many people had different opinions on the exclusion of Chinese immigration   * **Some thought** that it **bolstered** expanded **trade** with China and that the exclusion of foreign miners could likely **damage the state financially** * “If we exclude Chinaman and other foreigners from the mines of California, we lose an important part of the source from whence we might derive our revenue.” * **Others downplayed the importance of trade with China** and focused instead on the **negative effects** of Chinese immigration on “the free white labor of our State” |
| 2/24 Wednesday  21:24 – 21:43 | Fong Bow’s File: Chinese Exclusion and Resistance  (first five paragraphs) | https://link.gale.com/apps/doc/A547694477/UHIC?u=twtas&sid=UHIC&xid=0a6d7d55  Author: Wendy Rouse  The author conducted research at the National Archives at San Bruno   * Examined the case files of Chinese immigrant children who attempted to enter the United States under the Chinese Exclusion Act * 1882 – 1943 * Each file – detailed and personal story of each child   Rouse found the file of one kid particularly interesting  Fong Bow   * 15-year-old boy * His story revealed a lot about the story of the US immigration policy and Chinese Exclusion   Student Questions   * What were the experiences of Chinese immigrants who attempted to gain entry to the United States during the era of the Exclusion Act? * How did immigrants and their families resist the Chinese Exclusion Act?   Reading about the story of Fong Bow allows young learners to understand a historical event from the perspective of another similar to their age.  His story also allows us, readers, to recognize the role of youngsters as active participants in historical events (they often shape the history) |
| 2/28 Sunday | “California as I Saw it”: First-Person Narratives of California’s Early Years, 1849 – 1900 | Author 1: Richard Stilsson  Author 2: Roy Rosenzweig  Memoir of Mifflin W. Gibbs   * African American who participated in the Gold Rush * Autobiography *Shadow and Light* talks about his eight years in California   Joseph Heco’s *The Narrative of a Japanese*   * Shipwrecked sailor * Spent nine years in the US under sponsorship of wealthy California businessmen   But from 1850-1900, it was the Chinese immigrants who played a significant role in California history  China’s immigrants came as laborers, sometimes rising by their industry and intelligence to become storekeepers or proprietors of small farms  No first-person memoirs of Chinese experience in nineteenth-century California are known to survive |
| 3/9 Tuesday  13:40 – 13:58 | Mountain of Gold: The Story of Chinese in America | Author: Betty Lee Sung  Sung challenged prevalent stereotypes of Chinese as “unassimilable aliens” who supposedly could not become respectably productive, fully integrated members of American society  Hardship endured by Chinese from 1848 to the mid 1960’s in their struggle for civil and legal rights  “the experience of this group, one hated and persecuted, may serve as a guide to dealing with present-day minority problems and peoples”  Courageous pioneer spirit of early Chinese immigrants who built the Central Pacific Railroad and transformed California wilderness into farmland  Chinese Americans proved that their people were as capable as any other  Chinese Americans, like other minority groups, were generally misunderstood by the American public  Sung set Chinese Americans apart from other minorities, claiming that they “were never so belligerent or pushy as to challenge the white majority’s position, nor so submissive and servile as to invite contempt. |
| 3/15 Monday  17: 29 – 17:52 | Frederick Douglass’s “The Myth of Yellow Peril” Speech | Frederick Douglass   * Abolitionist and human rights activist   Douglass addresses the issue of whether the United States is better or worse off if its citizens are people of different races.  He believes that “a combination of races is always superior to any individual one”  States the US government has not understood this reality and has built its immigration policy around race   * Doing this has denied the nation the “wisdom” of different cultures |
| 3/30 Tuesday  16:42 – 16:53 | Photo of the Actual Document of the Chinese Exclusion Act of 1882 | <https://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=506>  Officially titled an act “to execute certain treaty stipulations relating to Chinese”  “In the opinion of the Government of the United States, the coming of Chinese laborers to this country endangers the good order of certain localities within the territory” |
| 3/30 Tuesday  16:56 – 18:04 | Transcript of the Chinese Exclusion Act of 1882 | <https://www.ourdocuments.gov/doc.php?flash=false&doc=47&page=transcript>  Transcript of the full document of the Chinese Exclusion Act of 1882  Split into 15 sections, each explaining why the government believes that the act is necessary  Sec. 1   * **No Chinese Immigrants** * From and after the expiration of 90 days next after the passage of the act * Act lasting 10 years * Coming of Chinese laborers to the United States is suspended   Sec. 2   * **Ship Captains on Notice** * Whoever brings any Chinese laborer to the United States shall be deemed guilty of a misdemeanor * Could be punished by a fine (< $500 for each laborer brought) * Could also be punished by imprisonment (< 1 year)   Sec. 3   * **Chinese People Already in the Country** * First two sections do not apply to those Chinese laborers who were already in the United States prior to November 17, 1880. * Those can stay in the US but need to have evidence to show that they were already there * A ship captain forced to land in an American port because of hurricanes, typhoons, etc., won’t get penalized by the act, as long as he takes the Chinese laborers that he brought with him   Sec. 4   * **Identifying the Legal Laborers** * Whenever a shipload of Chinese laborers who could be in the country leaves, the customs collector must make a list of the Chinese laborers on the ship * The list includes normal stuff like your name and age, but also includes questionable stuff like a distinguishing birthmark * The custom collector hangs onto the book * A legal Chinese laborer can get a certificate from the Department of the Treasury with all his info on it * That certificate will get you in and out of the country   Sec. 5   * **Leaving by Land** * A Chinese laborer leaving the United States by land (say to Canada or Mexico) can get the same type of certificate   Sec. 6   * **Non-Laborers** * A Chinese person who is not a laborer must get special permission from the government of China to come to the US * They must provide a certificate in English to give to the collector of customs at the port in the district where he/she arrives in   Sec. 7   * **Dealing with Forgery** * Forge a certificate = maximum of $1000 fine + 5 years in prison   Sec. 8   * **Reporting Chinese Passengers** * As soon as a ships’ captain gets to the port, he must have a list of all his Chinese passengers, who must all have their certificates * The captain must swear it is all true * “Any willful refusal or neglect of any captain to comply with the provisions of this section shall incur the same penalties and forfeiture as are provided for a refusal or neglect to report and deliver a manifest of the cargo”   Sec. 9   * **Passengers Must Be Inspected** * When Chinese passengers get off a ship, customs must inspect them, then compare them to certificates and the list they have * No passengers shall be allowed to land in the United States from such vessel in violation of law   Sec. 10   * **Captains** * If any ship’s captain breaks any part of this law, his ship will become the property of the US government   Sec. 11   * **Land-bound Smuggling** * Anyone bringing in an unauthorized Chinese person by land will be deemed guilty of a misdemeanor * Possibly fined with $1000 and a year in jail   Sec. 12   * **Land-bound Certificates** * Requiring a proper certificate for any Chinese to enter the United States * Any Chinese found unlawfully within the US will be, first, brough before some justice, judge, or commissioner of a US court before being removed from the country and sent back to wherever he/she came from   Sec. 13   * **Representatives of the Government** * Act does not apply to diplomatic and other officers of the Chinese government traveling upon the business of that government * Exempt them and their servants from the act   Sec. 14   * **Chinese Citizenship** * No state court or court of the US can admit Chinese to citizenship * All laws in conflict with this act are repealed * Prevented the Chinese from becoming naturalized citizens   Sec. 15   * **Definition of a “Chinese Laborer”** * “Chinese laborer” refers to both skilled and unskilled laborers + Chinese employed in mining |