

## The Second Round: Immigration to America Following the 1965

History 153

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Immigration has been synonymous with the United States of America since the days of the founding Fathers. In the ten years following 1980, 668,866 European immigrants moved away from their homes, their families, and their jobs to craft a new life in the United States.<sup>1</sup> During the presidency of Lyndon B. Johnson, the Immigration Act of 1965 removed the discriminatory quota system from United States immigration laws. The quota system was undesirable for a variety of reasons. One key cause at the core of the quest to change this system was that it allowed only a specific proportion of immigrants into the country. This proportion was representative not of the populous of the country in 1965, but of what America had looked like after the census of 1920.<sup>2</sup> To put this into perspective, the number of immigrants allowed into the country from Western Europe was vastly greater than the number of immigrants allowed into the country from Asia and Eastern Europe, leading some to believe that racial stereotyping played some part in immigration.

The Immigration Act placed a cap on the number of immigrants entering the United States from the Eastern or Western Hemispheres, and further divided that cap by placing a limit of 20,000 immigrants per annum from any country.<sup>3</sup> The majority of people immigrating to

<sup>1</sup> Alaska Justice Center. "Immigrants, Refugees and Asylees over the Last Century." Winter, 2008. <[http://justice.uaa.alaska.edu/forum/24/4winter2008/e\\_immigration.html](http://justice.uaa.alaska.edu/forum/24/4winter2008/e_immigration.html)> (accessed 04 May 2010).

<sup>2</sup> Daniels, Roger. "The Immigration Act of 1965." 03 April 2008. <http://www.america.gov/st/english/2008/April/20080423214226eafas0.9637982.html> (accessed 03 May 2010).

<sup>3</sup> Maddux, Thomas R. 2005. "Ronald Reagan and the Task Force on Immigration, 1981." *Pacific Historical Review* 74, no. 2: 195-235. America: History & Life, EBSCOhost (accessed May 2, 2010).

Julie Christoph 4/28/2017 7:07 PM

**Comment [1]:** It looks like the author had a different phrasing initially and then changed it but didn't proofread carefully. Don't forget to proofread everything—even the title—before turning in your paper!

Julie Christoph 8/25/2017 7:14 AM

**Comment [2]:** It can be tricky to know how broadly to begin an introduction. This opening statement establishes a common ground (see 4.2.2: "[Anatomy of the introduction](#)") that suggests that the paper will be about immigration over the history of the US. Since the paper actually only focuses on immigration since 1965, it would be better to start more narrowly.

Julie Christoph 4/28/2017 7:42 PM

**Comment [3]:** Citing numbers can be tricky. Be sure to represent the numbers exactly as they were presented in the source, unless you're transparent about how you're adapting the numbers. The source for this number states that the number is for 1980-1989, while the author here suggests that the years are 1981-1991. When in doubt, cite your source and don't get creative with phrasing.

Julie Christoph 8/25/2017 7:15 AM

**Comment [4]:** This is a misspelling of "populace" that spellcheck won't catch because "populous" is ALSO a word. The author should have a look at section 12.1.1: "[Spell check errors](#)" and should double check spelling of any words that they're iffy on spelling.

America from Europe at this time were members of the working class. Among them was my dad. The Immigration Act was designed to make the process of immigration to the United States more fair and less biased toward people of European descent, who seemed “less foreign.”<sup>4</sup> The Immigration Act of 1965 effectively restructured the United States’ immigration policies in such a way that no group, minority or majority, was singled out by being discriminated against or given preferential treatment in terms of their ability to immigrate to America.

**In 1980, my grandfather received notice from his employer, engineering firm Fluor Daniel, that its office in Glasgow, Scotland would soon be closing its doors.** He was told that openings were available at other offices around Europe, as well as in the United States. The family put both of these options up for discussion, and made the tough decision to move to South Carolina. In the summer of 1981, my grandparents and their three children packed up their lives and transported them to the southern United States. If the culture shock was not enough of a surprise, then the absolute change in climate definitely was. At the time, my dad was 18 years old, had not yet graduated from high school, and was facing the start of college in a new country. He describes the transition as both interesting and challenging.<sup>5</sup> At first, the move seemed like the foreign vacation of a lifetime. While growing up, he and his friends had joked about a trip to the United States, about visiting California. Now that the grand idea was a reality, he was having mixed emotions. He and his sisters were both excited to move into the unknown and hesitant to leave their friends behind.

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<sup>4</sup> Somerville, Kara, and Scott Walsworth. 2009. "Vulnerabilities of Highly Skilled Immigrants in Canada and the United States." *American Review of Canadian Studies* 39, no. 2: 147-161. America: History & Life, EBSCOhost (accessed May 2, 2010).

<sup>5</sup> Name omitted for confidentiality. Interview by author. Personal interview. Phone, April 29, 2010.

Julie Christoph 8/25/2017 7:16 AM

**Comment [5]:** Look again at Section 4.4.2: "[Anatomy of the introduction.](#)" This introduction offers **common ground** (the US is a nation of immigrants, and our immigration policies have changed over time); it offers a **problem** (the Immigration Act of 1965 attempted to remedy discrimination but by 1980-1989, immigrants were coming disproportionately from Europe). Where the introduction could be clearer is in its **statement of the response** to the problem or thesis. Though the underlined thesis here makes a clear statement, it contradicts the evidence earlier in the introduction, which suggested that discrimination still occurred. It also is not yet clear how the author's family's experiences with immigration will be integrated into the paper.

Julie Christoph 4/28/2017 8:02 PM

**Comment [6]:** This paragraph offers a clear story of the author's father's history. It may seem surprising that the author chose to write about personal/family experiences, but personal experience can be an important source of information, just as interviews or oral histories can be. What can be challenging sometimes is to review one's own life through the lens of scholarship.

**The Immigration Act, and thus modern immigration regulations, allows for several classifications of immigrant.** Persons wishing to live in the United States may apply for

permanent residence, or status as a resident alien, in the category of Family, Refugee, or Economic. Immigrants applying for US residence within the economic class are the main source of skilled laborers coming into the United States. Such was the situation for my grandfather. He was allowed to apply for residence in the United States by providing documentation that his skills were sought out by an American employer, Fluor Daniel. The immigration laws of our nation require that prospective immigrants within the Economic class be sponsored by an American employer.<sup>6</sup> The employer must also commit to employing the immigrant upon his or her arrival.<sup>7</sup> My grandfather secured his permanent residence and traveled to South Carolina ahead of his wife and kids, in order to simplify the moving process. By the time he returned to Glasgow to pack up the family's belongings, he had purchased the house in Greenville, South Carolina that my grandparents live in still today. My grandmother, my father, and his two sisters were allowed permanent residence status under the Family category of the immigration law.<sup>8</sup> This classification allows the immediate family of an immigrant to follow them to the United States. Under this provision, the United States plays an active and important role in keeping immigrant families structured and together.

**While my father's immediate family remained together during their move to the United States, one of the greatest challenges for him proved to be the great distance that**

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<sup>6</sup> Somerville, Kara, and Scott Walsworth. 2009. "Vulnerabilities of Highly Skilled Immigrants in Canada and the United States." *American Review of Canadian Studies* 39, no. 2: 147-161. America: History & Life, EBSCOhost (accessed May 2, 2010).

<sup>7</sup> Somerville, Kara, and Scott Walsworth. "Vulnerabilities of Highly Skilled Immigrants in Canada and the United States."

<sup>8</sup> Somerville, Kara, and Scott Walsworth. "Vulnerabilities of Highly Skilled Immigrants in Canada and the United States."

Julie Christoph 4/28/2017 7:58 PM

**Comment [7]:** This is a piece of new and important information, and it would be helpful to say more about it in the introduction. As a reader, we might ask the author whether the different classifications of immigrants might be used to justify or explain the disproportionate numbers of immigrants coming to the US from different parts of the world.

now separated him and his relatives and childhood friends, who still lived in Glasgow. To combat this challenge, although not in the typical method in which one overcomes a difficult situation, he returned to Glasgow the summer following their move. On a larger scale, he found that it was not difficult to make friends while starting his freshman year of college, although the situation proved to be different for his youngest sister, my Aunt Madeline. As a college student, my dad was welcomed as a novelty at first, “the one from Scotland,” but that attitude from his peers soon wore off and he was treated like any other college boy. On the other hand, my aunt was much younger when the family moved. From my dad’s perspective, she was treated as an outsider by the other elementary school children, and wanted nothing more than to return to Scotland.

**The immigrant’s perspective as an outsider is not surprising.** While Caucasian immigrants from Western and Northern Europe may seem to adults to be “less foreign”<sup>9</sup> than an immigrant with colored skin or a foreign native tongue, the simple fact remains that differences to children often manifest themselves to a greater degree. It can be more challenging for young children than for adults to accept an outsider into their circle, because of the social taboos that adults associate with actively excluding someone. A feeling of exclusion is likely the driving factor behind many immigrants’ desires to become US citizens. There are many things that we as American citizens take for granted, mainly the right to vote. Elections frequently affect all members of a community, regardless of their citizenship status, and it can be frustrating to be without input in a voting situation.

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<sup>9</sup> Somerville, Kara, and Scott Walsworth. 2009. "Vulnerabilities of Highly Skilled Immigrants in Canada and the United States." *American Review of Canadian Studies* 39, no. 2: 147-161. America: History & Life, EBSCOhost (accessed May 2, 2010).

Julie Christoph 8/25/2017 7:16 AM

**Comment [8]:** This topic sentence offers a great summary of the content of this paragraph, but it could do more to offer a connection to the overall thesis of the paper. See Section 4.5: "[Topic sentences, transitions, and body paragraphs](#)" for advice on how to do that.

**After living in the United States for 27 years, my dad decided in 2009 that it was time to make the transition from Resident Alien to US Citizen.** For the majority of his time spent living in the US, my dad felt that it was convenient to have a UK passport and citizenship. It made traversing the customs line in foreign countries much faster and simpler for him than for my mom, brother and I, with our American passports, and it was a constant reminder of his rich heritage. His Resident Alien card, or green card, proudly displayed his right ear and a gawky 18-year-old look that received bemused comments from many customs officials, and was a final souvenir of his past life. This is not to say that the first 18 years of his life are absolutely disconnected from subsequent ones, just that they were, by the Atlantic Ocean itself, divided.

**The events surrounding September 11, 2001 and the ensuing wars in Afghanistan and Iraq prompted him to begin considering naturalization.** Following 9/11, my dad became aware of a mentality, whether spoken or unspoken, that those who chooses to live in the United States should also choose to become a citizen. After all, what is the point of living here if not to be a voting member of the community? **He was unsure why exactly it took so long to finally become a citizen, but I think a statement Nancy Green made in an essay on Expatriation sums up the problem perfectly: "Living abroad is one thing: losing one's citizenship is another."**<sup>10</sup> By holding citizenship to the UK while living in the United States, my dad was able to retain ties to the country of his childhood, while still harboring a unique bond with his adopted home.

**One experience that my dad had during the naturalization process serves as an excellent reminder of the constantly changing diversity within the United States.** During the actual citizenship ceremony, the presiding official read from a list consisting of each country of

<sup>10</sup> Green, Nancy L. 2009. "Expatriation, Expatriates, and Expats: The American Transformation of a Concept." *American Historical Review* 114, no. 2: 307-328. America: History & Life, EBSCOhost (accessed May 2, 2010).

Julie Christoph 8/25/2017 7:17 AM

**Comment [9]:** This paragraph offers a poignant perspective on the author's father's history, but the connection to the thesis isn't as clear. After writing this draft, the author could benefit from reading the section Section 4.8: "[Revising](#)" to think of ways to incorporate the ideas in this paragraph into the thesis and/or to revise this paragraph.

Julie Christoph 8/25/2017 7:18 AM

**Comment [10]:** This is a nice little quote sandwich (See Section 3.6: "[Using Evidence to Support an Argument](#)") that integrates personal experience with scholarship. The author's use of "I think" runs the risk of compromising the author's credibility, but it also makes clear that while their father's perspective was conflicted, a scholar might see it differently. The author helpfully distinguishes their view from their father's view.

Julie Christoph 8/25/2017 7:18 AM

**Comment [11]:** This paragraph holds a lot of potential for connecting between the author's father's experience and the possibly ineffective changes brought about by the Immigration Act of 1965. More analysis is needed, though, to frame the paragraph. Section 4.5: "[Topic sentences, transitions, and body paragraphs](#)" could be helpful.

origin represented in the room. The majority of new citizens were from Northern Africa, while Europeans were close to being the least represented. This global presence, especially the large proportion of African immigrants which is likely due to Minneapolis'<sup>11</sup> already high number of Somali residents taking advantage of the Family class of legal immigration, is a stark contrast to immigration trends before the passage of the Immigration Act. Before 1965, and certainly immediately after, the number of immigrants coming in from Western Europe was proportionally much higher than the number of immigrants from Asia or Eastern Europe. Immigration trends before 1965 were reflective of how anti-immigration politicians desired the makeup of America to be, but today the trends reflect the actual heterogeneous composition of America's populous.

After interviewing my dad, I think it can be safely stated that his personal experience with immigration, as well as that of his family, was a pleasant one. His family suffered no great hardship in the process of moving from Glasgow, Scotland to Greenville, South Carolina. Through the assistance of the Immigration Act, with **its'** separate Economic and Family classifications, his family was ensured that they would be able to immigrate together. Since the passage of this Act in 1965, it has successfully worked to restructure the immigration policies of the United States so that no major or minor ethnic or national group is singled out. By not drawing special attention to any one group, chances for discrimination and preferential treatment are greatly reduced. This shows that the policies allowing for foreign immigration to the United States have been equalized, and have proven to be fairer than any policy set in place before 1965.

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<sup>11</sup> The location of his Naturalization procedure.

Julie Christoph 8/25/2017 7:19 AM

**Comment [12]:** Its doesn't need an apostrophe here. Check out Section 7.3.5.1: "[Incorrect use of its and it's.](#)" If you have a hard time remembering, the rule, try using "find" to look for all of the its, it's and its' when you're proofreading your paper and check carefully to see if you are using the right one. Hint: Its' is never the right choice!