

# EMIGRANTS FROM ERIN: ETHNICITY AND CLASS WITHIN WHITE AMERICA pdf

## 1: A different mirror : a history of multicultural America

*Takaki-Chapter 6: Emigrants from Erin: Ethnicity and Class within White America* In chapter 6 of Takaki, he talks about how the Irish suffered hardships and famine in Ireland. The Irish claimed that it was "foul British laws" that caused them to immigrate.

Savagery among Settlers Throughout history civilizations have considered themselves superior to others and deemed certain civilizations as savages. These savages were often given this label due to a difference in cultures such as religion, how they dressed, or what weapons they carried. England did this with their neighbors the Irish mainly because of their lack of religion. Europe did the same thing in America when they decided the native who lived there where savage and unworthy of living with them. Shakespeare predated this in his play *The Tempest* he depicts the savage as dark skinned and with freckled showing the radicalization of savagery. When describing savages the white settlers falsely labeled them with many stereotypes. The Indians were far from what these settlers called savage and in fact demonstrated many of the very characteristics the natives were accused of. Even Columbus, who murdered and took many natives as slaves, described them as kind people who loved their neighbors. When the settlers were experiencing a harsh winter and were starving from the cold local Indians delivered food to the colony and in doing so kept them alive. Meanwhile the settlers were digging up graves to eat the flesh of fellow settlers and murdering family members and children to provide food for them. They then replayed the native by attacking their villages in order to steal their food. When the white settlers described the natives they depicted them as savages who were ruthless cannibals. In reality the cannibals were the white settlers who demonstrated actions far more savage like behavior than the kind natives. Soon the cultural differences took a toll on the far more primitive natives whose bow and arrows were no matches for the gun power of the settlers. The settlers began to attempt to convert the Indians to Christianity by any means necessary. A war was aged on this civilization nod the white settlers, though in a new land, clearly had the upper hand. They raided villages destroying homes and killing all men, women, and children that stand in their way. They also tricked the Indians through trades and treaties. On one occasion a white settler lead others into a village to purpose a peace treaty between the two civilizations. Upon completion of the treaty he had the Indians toast to the occasion but the wine in their glasses were poisoned and the settlers viciously murdered the villagers who were not killed by the poison. To call these natives savages is inaccurate and wrong. The cultural differences between the two civilizations should be respected and acknowledge which would allow these civilizations to learn from each other. Instead one civilization decided to take over the other by marking them as ruthless savages. The natives provided the settlers of food when they needed it sacrificing food during a harsh winter. One of the biggest problems the settlers had with these natives was their lack of Christianity.

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## 2: Jennifer's Blog: Takaki-Chapter 6: Emigrants from Erin: Ethnicity and Class within White America

*Sociology Outline--Week Five I. Emigrants from Ireland: Takaki, chapter 6: Emigrants from Erin--Ethnicity and Class within White America ("Emigrants" vs. "Immigrants").*

Read the class syllabus b. Access the class web site. Familiarize yourself with the layout, click on links, etc. Download A2, Student Information Sheet , fill it in on your computer, print out and turn in at the beginning of class on this date. Read A3, Individual Topics , decide if you want to do your individual paper on one of these topics and indicate your choice on the sign-up sheet during this class period. There will be future individual topics for Unit B and possibly into Unit C, so you can wait to make your topic selection if you choose. The "Tempest" in the Wilderness: The Racialization of Savagery. Chapter 2 Study Guide. Individual Topic no speaker. The Hidden Origins of Slavery. Chapter 3 Study Guide. Read chapter, complete study guide and turn in on June 11 10 points. Toward the Stony Mountains: From Removal to Reservation. Chapter 4 Study Guide. Slavery and its Discontents Chapter 5 Study Guide. Ethnicity and Class Within White America. Chapter 6 Study Guide. Individual Topic Sign-Up in Class. Group Project sign-up in class June 11 and Foreigners in Their Native Land: Manifest Destiny in the Southwest. Chapter 7 Study Guide. Search for Gold Mountain: Strangers from a Pacific Shore. Chapter 8 Study Guide.

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## AMERICA pdf

### 3: Israeli Americans - Wikipedia

*Workforce Diversity. Summer Study Guide. Chapter 6. Emigrants from Erin: Ethnicity and Class Within White America. Use the reverse side for chapter summary notes.*

In the East, male Irish laborers were hired by Irish contractors to work on canals, railroads, streets, sewers and other construction projects, particularly in New York state and New England. The Irish men also worked in these labor positions in the mid-west. They worked to construct towns where there had been none previously. Kansas city was one such town, and eventually became an important cattle town and railroad center. Some moved to New England mill towns, such as Holyoke , Lowell , Taunton , Brockton , Fall River , and Milford, Massachusetts , where owners of textile mills welcomed the new low-wage workers. They took the jobs previously held by Yankee women known as Lowell girls. The majority of them worked in mills, factories, and private households and were considered the bottommost group in the female job hierarchy, alongside African American women. Workers considered mill work in cotton textiles and needle trades the least desirable because of the dangerous and unpleasant conditions. Factory work was primarily a worst-case scenario for widows or daughters of families already involved in the industry. Also, the working conditions in well-off households were significantly better than those of factories or mills, and free room and board allowed domestic servants to save money or send it back to their families in Ireland. Subject to their employers around the clock, Irish women cooked, cleaned, babysat and more. Because most servants lived in the home where they worked, they were separated from their communities. Most of all, the American stigma on domestic work suggested that Irish women were failures who had "about the same intelligence as that of an old grey-headed negro. This was largely due to their ability to speak English when they arrived. The Irish were able to rise quickly within the working world, unlike non-English speaking immigrants. In New York City was formed by consolidating its five boroughs. That created 20, new patronage jobs. New York invested heavily in large-scale public works. This produced thousands of unskilled and semi-skilled jobs in subways, street railways, waterworks, and port facilities. Over half the Irish men employed by the city worked in utilities. Across all ethnic groups In New York City, municipal employment grew from 54, workers in to , in Teachers[ edit ] Towards the end of the 19th century, schoolteaching became the most desirable occupation for the second generation of female Irish immigrants. Irish schools prepared young single women to support themselves in a new country, which inspired them to instill the importance of education, college training, and a profession in their American-born daughters even more than in their sons. Evidence from schools in New York City illustrate the upward trend of Irish women as teachers: Louis in Missouri, St. Paul in Minnesota, and Troy in New York. Additionally, the women who settled in these communities were often sent back to Ireland to recruit. This kind of religious lifestyle appealed to Irish female immigrants because they outnumbered their male counterparts and the Irish cultural tendency to postpone marriage often promoted gender separation and celibacy. Furthermore, "the Catholic church, clergy, and women religious were highly respected in Ireland," making the sisterhoods particularly attractive to Irish immigrants. Irish Americans today are predominantly Protestant with a Catholic minority. Irish leaders have been prominent in the Catholic Church in the United States for over years. The Irish have been leaders in the Presbyterian and Methodist traditions, as well. Orange Institution Between and , the majority of emigrants from Ireland to America were Protestants [] who were described simply as "Irish". Some of the descendants of the colonial Irish Protestant settlers from Ulster began thereafter to redefine themselves as "Scotch Irish", to stress their historic origins, and distanced themselves from Irish Catholics; [] others continued to call themselves Irish, especially in areas of the South which saw little Irish Catholic immigration. However, participation in the Orange Institution was never as large in the United States as it was in Canada. Loyalists and Orangemen made up a minority of Irish Protestant immigrants to the United States during this period. Most of the Irish loyalist emigration was bound for Upper Canada and the Canadian Maritime provinces , where Orange lodges were able to flourish under the

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British flag. These few American lodges were founded by newly arriving Protestant Irish immigrants in coastal cities such as Philadelphia and New York. Several Orangemen were arrested and found guilty of inciting the riot. According to the State prosecutor in the court record, "the Orange celebration was until then unknown in the country. Orangemen, Ribbonmen, and United Irishmen are alike unknown. They are all entitled to protection by the laws of the country. The view is at 25th Street in Manhattan looking south down Eighth Avenue. The later Orange Riots of and killed nearly 70 people, and were fought out between Irish Protestant and Catholic immigrants. After this the activities of the Orange Order were banned for a time, the Order dissolved, and most members joined Masonic orders. After , there were no more riots between Irish Catholics and Protestants. Anti-Irish, anti-Catholic Nativist riots in Philadelphia in

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## 4: Workforce Diversity

*Shakespeare's Dream about America p. 25 A View from the Cabins: White and Black Laborers in Early Virginia p. 52 Emigrants from Erin: Ethnicity and Class.*

Bowker Author Biography Reviews 5 Booklist Review Takaki, a Berkeley professor, has taken a controversial subject and gone behind it, fleshing out its history. America is multicultural, and every step of its development has involved incorporation of another people, either stolen from their homes, fleeing them, or looking for new opportunity. These chapters illustrate the immigrant experiences of Japanese, African, Irish, and Jewish Americans, as well as others. In his precisely written account, Takaki does not skirt controversy. He fully exposes the abuses suffered by Native Americans, African slaves, and all nationalities who have worked in the sweatshops, plantations, and construction projects that fueled the growth of the U. By simply showing the facts of multiculturalism, the historical coincidence of all our many minorities, the author eloquently shows the need for this viewpoint to be part of our education. Highly recommended for all history and social issues collections. We see how 17th-century white planters, anxious to weaken an armed, politicized, white proletariat, enslaved an unarmed black workforce, with explosive consequences. Interweaving voices from all points on the ethnic rainbow, Takaki, ethnic studies professor at UC Berkeley, has produced a brilliant revisionist history of America that is likely to become a classic of multicultural studies. Beyond victimization, few common themes emerge. Not even seasoned historians will be knowledgeable about all the groups included. Takaki fails to show us how to reunite American history, but he provides in one volume a very readable version of some lesser-known parts. The narrative is laced with short quotations, cameos of personal experiences, and excerpts from folk music and literature. Students may be surprised by some of the revelations, but will recognize a constant thread of rampant racism. Students will find this overview to be an accessible, cogent jumping-off place for American history and political science assignments, plus a guide to the myriad other sources identified in the notes. Choice Review Set in the context of Anglo thought and action, Takaki brilliantly traces the history of a multicultural US from the initial English settlements to the present. He focuses specifically on the experiences of seven groups: He also pays careful attention to gender, and contrasts the varied roles different ethnic women played in the migration process. Although Anglos denied citizenship to racial minorities and generally harrassed non-Anglo European immigrants, Takaki demonstrates that each group drew on its inner resources to resist oppression. If they adapted to American society, they also profoundly changed that society in the process. Very well written and researched, this is a powerful story that is highly recommended for all audiences. Borchert; Cleveland State University.

## 5: Jennifer's Blog: March

-- *Slave son, white father -- Black nationalism: nostalgia in the Niger -- "Tell Linkum dat we wants land" -- Emigrants from Erin: ethnicity and class within white America -- The Irish exodus -- An "immortal Irish Brigade" of workers -- The Irish maid in America -- The Irish "ethnic" strategy -- Foreigners in their native land: manifest destiny.*

## 6: IRISH by Samantha Halverson on Prezi

*A presentation of American history from a multi-cultural perspective, focusing on a broader and comparative approach to enhance the possibility of understanding and appreciating America's racial and cultural diversity.*

## 7: A different mirror ( edition) | Open Library

*Different mirror -- "Tempest" in the wilderness: the racialization of savagery -- "Giddy multitude": the hidden origins of*

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*slavery -- Toward the stony mountains: from removal to reservation -- No more peck o' corn: slavery and its discontents -- Emigrants from Erin: ethnicity and class within white America -- Foreigners in their native.*

### 8: Library Resource Finder: Table of Contents for: A different mirror : a history of multic

*period within the broader context of world history. The main goal of this course is to prepare ("Emigrants from Erin: Ethnicity and Class within White America.*

### 9: Irish Americans - Wikipedia

*--Slave son, white father --Black nationalism: nostalgia in the Niger --"Tell Linkum dat we wants land" --Emigrants from Erin: ethnicity and class within white America --The Irish exodus --An "immortal Irish Brigade" of workers --The Irish maid in America --The Irish "ethnic" strategy --Foreigners in their native land: manifest destiny in the.*

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