

# U.S. Immigration History

History 21:512:230 – SPRING 2019, Tuesday: 2:30-5:20

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Office Hrs: Tuesday 12:30-2:30pm

This course traces the history of immigration to the United States, with a particular emphasis on the late nineteenth and twentieth centuries. Proceeding chronologically, the course will center on several key themes. Firstly, we'll examine the changing immigration patterns and the historical causes and contexts that brought different groups of immigrants to the United States at different times. Secondly, we'll look specifically at how ethnic, racial, class, and gender differences shaped Americans' debates about "fitness" for citizenship, freedom, and independence, and how these considerations and debates, in turn, shaped different immigrants' experiences. This will involve analyzing the processes of national incorporation from the multiple perspectives of European, African, Asian, and Latino/a immigrants. The third and final focus will be on the impact of immigration on the economic, social, cultural, and political life of the United States.

## Course Objectives

- Develop an understanding of the centrality of immigration and migration to United States history
- Understand the varied origins of (im)migrants to the U.S. and of the diverse experiences immigrants encountered
- Evaluate primary documents and secondary literature that illuminate immigration from a variety of experiences.

## Assignments and Grade Breakdown

Class Participation	10%
Quizzes (Best 4 out of 5 grades)	20%
Mid-Term	25%
Oral History Paper	20%
Final Response Paper	25%

***Late assignments will not be accepted (except in the case of excused absences).  
Surprise Quizzes will be administered during the beginning of class (No make-up  
quizzes for lateness or absence)***

## Attendance

Attendance is mandatory. Two unexcused absences lower your final grade by one letter grade. Any student who misses four or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Class absence may be excused in case of illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. All other absences including those due to a job or an interview will NOT be excused. For further

detail on university regulations on class attendance see [http://catalogs.rutgers.edu/generated/nwk-ug\\_0608/index.html](http://catalogs.rutgers.edu/generated/nwk-ug_0608/index.html)

### **Academic Honesty and Plagiarism Policy**

All written work submitted by students should be their own. Students need to be careful about distinguishing their own ideas and writings from other sources. Plagiarism includes quoting or paraphrasing from another source without properly citing it. Plagiarism is grounds for automatically failing the course. Further details can be found here <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.

### **Electronic Device Policy**

The use of portable electronic devices such as cellphones and tablets are strictly prohibited during class hours. Laptops are also prohibited except for the purposes of notetaking. Cellphones should be turned off prior to class. Violations will result in a deduction in your participation grade.

### **Students with Disabilities**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

### **Additional Resources**

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does **not** have this reporting responsibility, you may contact the Office for

Violence Prevention and Victim Assistance at (973)-353-1918, or at [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

## COURSE SCHEDULE AND READINGS

### **Week 1**

**January 22**                    **Introduction**

### **Week 2**

**January 29**                    **From British to White Americans**

- David Roediger, *How Race Survived US History*, Chapter 1.
- Philip J. Deloria, *Playing Indian* (New Haven: Yale University Press, 1998), 10-37.

In-Class Film: *Race: Power of an Illusion* (Part II)

### **Week 3**

**February 5**                    **Middle Passage and the Forced Peopling of the Americas**

- Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge: Harvard University Press, 2007), 123-152.
- “The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa.”

In-Class Film: *The African Americans: The Many Rivers to Cross*

### **Week 4**

**February 12**                    **European Migration**

- John Bodnar, *The Transplanted*, Introduction and Chapter 1
- “How the Nineteenth Century Know-Nothing Party Reshaped American Politics.”

<https://www.smithsonianmag.com/history/immigrants-conspiracies-and-secret-society-launched-american-nativism-180961915/>

Film: *Triangle Fire* (PBS American Experience)

### **Week 5**

**February 19**                    **Asian Migration and the Origins of Gatekeeping**

- Madeline Hsu, *Dreaming of Gold, Dreaming of Home*, 16-54

- Paul Kramer, “The Case of the 22 Lewd Chinese Women.”

[http://www.slate.com/articles/news\\_and\\_politics/jurisprudence/2012/04/arizona\\_s\\_immigration\\_law\\_at\\_the\\_supreme\\_court\\_lessons\\_for\\_s\\_b\\_1070\\_via\\_the\\_case\\_of\\_the\\_22\\_lewd\\_chinese\\_women.html](http://www.slate.com/articles/news_and_politics/jurisprudence/2012/04/arizona_s_immigration_law_at_the_supreme_court_lessons_for_s_b_1070_via_the_case_of_the_22_lewd_chinese_women.html)

Film: *Chinese Exclusion Act*

**Week 6**                      **Industrialization and Urban Migration**  
**February 26**

- John Bodnar, *The Transplanted*, Chapter 3.
- David Roediger, *Working Toward Whiteness*, 93-130.

*Print and bring to class Primary Sources on Chinese Exclusion on blackboard.*

**Week 7**  
**March 5**                      **Immigration Restriction and Citizenship**

- John Higham, *Strangers in the Land*, 158-193.
- Ian Haney-Lopez, *White by Law*, 56-77.

*Race: Power of an Illusion (Part III).*

*Oral History Paper Due in Class*

**Week 8**  
**March 12**                      **Mid-Term**

**Week 9**  
**March 19**                      **No Class: Spring Break**

**Week 10**                      **Colonial Migrations**  
**March 26**

- Mae Ngai, “From Colonial Subjects to Undesirable Aliens.”
- Vivek Bald, *Bengali Harlem*, Chapter 5.

*Print and bring to class “Clifford Clark’s Memo” on blackboard*

**Week 11**                      **World War II and Japanese Internment**  
**April 2**

- “How to Tell Japs from the Chinese” (1941)
- Earl Warren, “The Question of Loyalty” (1941)
- Mitsuye Yamada, “The Question of Loyalty” (1942)
- Justice Robert A. Jackson, dissent in *Korematsu vs United States* (1944)

Film: *Rabbit in the Moon*

**Week 12**                      **War and Migration during the Cold War**  
**April 9**

- Arissa Oh, “A New Kind of Missionary Work: Christians, Christian Americanists, and the Adoption of Korean GI Babies,” *Women’s Studies Quarterly*.
- Monique Truong, “American Like Me” (2006)
- *This American Life* (NPR), “Taking Names.”

Listen to entire episode here:

<http://www.thisamericanlife.org/radio-archives/episode/499/taking-names>

Film: *First Person Plural*

**Week 13**  
**April 16**                      **No Class**

**Week 14**                      **Undocumented Immigrants and Guestworkers**  
**April 23**

- Cindy Hahamovitch, “Creating Perfect Immigrants: Guestworkers of the World in Historical Perspective,” *Labor Studies* 44:1 (2003).
- Ana Raquel Minian, *Undocumented Lives*, 77-103.

Film: *H-2 Worker*

**Week 15**                      **The Rise of “New” Nativism**  
**April 30**

- Joseph Nevins, *Operation Gatekeeper: The Rise of the “Illegal Alien” and the Remaking of the U.S.-Mexico Boundary*, 50-77.

Film: *Crossing Arizona*