

SYLLABUS

AMERICAL IMMIGRATION: PAST, PRESENT AND FUTURE

26: 510:586:01 (History); 26: 050:510:01 (American Studies);
26:790:570:01 (Political Science)

Fall 2021

Time: Tuesday 2:30 – 5:20 pm

Instructor: Steven Diner

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Office Hours: Tuesdays, 1:00 to 2:15 PM

INTRODUCTION

This course examines immigration to cities and urban areas of the United States since the nineteenth century. It will consider the causes of immigration, the social, cultural and economic adaptation of various groups, return migration, the significance of race, the varied experience of different immigrant groups, the development of ethnic group identities, changing American policy and attitudes towards immigrants and ethnic groups, and the impact of immigration and ethnicity on American society and culture. The class will consist of weekly discussions of assigned books. Students are required to write a

bibliographic essay on the scholarly literature of a particular immigrant group, a specific time period, some aspect of the immigrant experience, the impact of immigration on a particular city or how immigration has shaped America's economy, political system, social institutions or culture.

REQUIRED TEXTS

Tyler Anbinder, *City of Dreams: The Four Hundred-Year epic History of Immigrant New York*. Houghton, Mifflin, Harcourt, 2016.

Vivek Bald, *Bengali Harlem and the Lost Histories of South Asian Americans*. Harvard University Press, 2013.

Roger Daniels, *Guarding the Golden Door: American Immigration Policy and Immigrants Since 1982*. Hill and Wang, 2004.

Hasia R. Diner, *Hungering for America: Italian, Irish and Jewish Foodways in the Age of Migration*. Harvard University Press, 2003.

Adam Goodman, *The Deportation Machine: America's Long History of Expelling Immigrants*. Princeton University Press, 2020.

Cindy Hahamovitch, *No Man's Land: Jamaican Guestworkers in America and the Global History of Deportable Labor*. Princeton University Press, 2012.

Hidetaka Hirota, *Expelling the Poor: Atlantic Seaboard States and the Nineteen Century Origins of American Immigration Policy*. Oxford University Press, 2017

Erika Lee, *America for Americans: A History of Xenophobia in the United States*. Basic Books, 2019.

Robert C. McGreevey, *Borderline Citizens: The United States, Puerto Rico, and the Politics of Colonial Migration*. Cornell University Press, 2018.

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press, 2004.

Terri Ann Ognibene and Glen Browder, *South Carolina's Turkish People: A History and Ethnology*. University of South Carolina Press, 2018.

Peter G. Vellon, *A Great Conspiracy Against Our Race: Italian Immigrant Newspapers and the Construction of Whiteness in the Early Twentieth Century*. NYU Press, 2014.

Mark Wyman, *Round Trip to America: Immigrants Return to Europe, 1880-1930*. Cornell University Press, 1993.

Shirley Yee, *An Immigrant Neighborhood: Interethnic and Interracial Encounters in New York Before 1930*. Temple University Press, 2012.

ASSIGNMENTS AND GRADES

Class Discussion – 30%

Bibliographic Essay – 30%

Final Essay – 40%

CLASS SCHEDULE

September 7

Reading: Tyler Ansbinder, *City of Dreams: The Four Hundred-Year Epic History of Immigrant New York*.

September 14

Reading: Mark Wyman, *Round Trip to America: Immigrants Return to Europe, 1880-1930*.

Due: Proposed Topic for Bibliographic Essay

September 21

Reading: Hidetaka Hirota, *Expelling the Poor: Atlantic Seaboard States and the Nineteen Century Origins of American Immigration Policy*.
Oxford University Press, 2017

September 28

Reading: Peter Vellon, *A Great Conspiracy Against Our Race: Italian Immigrant Newspapers and the Construction of Whiteness in the Early Twentieth Century*.

Due: List of books for Bibliographic Essay

October 5

Reading: Shirley Yee, *An Immigrant Neighborhood: Interethnic and Interracial Encounters in New York Before 1930*.

October 12

Reading: Hasia Diner, *Hungering for America: Irish, Italian and Jewish Foodways in the Age of Migration*.

October 19

Reading: Terri Ognibene and Glen Browder, *South Carolina's Turkish People: A History and Ethnology*.

October 26

Reading: Roger Daniel, *Guarding the Golden Door: American Immigration Policy and Immigrants Since 1982*.

November 2

Reading: Erika Lee, *America for Americans: A History of Xenophobia in the United States*

November 9

Reading: Adam Goodman, *The Deportation Machine: America's Long History of Expelling Immigrants*.

November 16

Reading: Robert C. McGreevey, *Borderline Citizens: The United States, Puerto Rico, and the Politics of Colonial Migration*.

November 23

Reading: Cindy Hahamovitch, *No Man's Land: Jamaican Guestworkers in America and the Global History of Deportable Labor*

Due: Bibliographic Essay

November 30

Reading: Vivek Bald, *Bengali Harlem and the Lost Histories of South Asian Americans*.

December 7

Reading: Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*.

December 20

Due: Final Essay

BIBLIOGRAPHIC ESSAY

Your bibliographic essay should compare the ways historians and other scholars have written about some particular aspect of U.S. immigration. Your essay could consider the literature on a specific immigrant group or on immigration to a particular city. Or you might select a thematic topic, looking at gender differences in the immigrant experience, the economic, educational, religious or communal experiences of various groups, immigrant engagement with American politics, or the transnational ties of different immigrant groups. You could also

examine scholarship on immigration policy or the comparative experience of different groups, among other possibilities. You will need to discuss at least ten books in addition to any books assigned for the course that address your topic.

FINAL ESSAY

Toward the end of the semester, you will receive a broad question to address in your final essay. You will be asked to draw upon your extensive readings and discussions of U.S. immigration history in an integrated essay. There will be no in-class examinations

ACCOMMODATION AND SUPPORT

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate

accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.

- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence

Prevention and Victim Assistance: (973) 353-1918 or
run.vpva@rutgers.edu.

LEARNING RESOURCES

- **Rutgers Learning Center (tutoring services)**
Room 140, Bradley Hall
(973) 353-5608
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>
- **Writing Center (tutoring and writing workshops)**
Room 126, Conklin Hall
(973) 353-5847
nwc@rutgers.edu
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

ACADEMIC INTEGRITY

The university's Academic Integrity Policy can be found at
http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf. When submitting your research paper and

final essay, please attach the following statement with your signature: **On my honor, I have neither received nor given any unauthorized assistance on this assignment.**