

History of American Immigration

History 21:512:230, Professor Michael Pekarofski

Tuesdays, **2:30 – 5:20 p.m., LSC 103**

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Course Description:

This course broadly covers the history of immigration to the United States, including both voluntary and involuntary immigration. While focusing primarily on the 19th and 20th centuries, we will begin by examining immigration in the colonial period and proceed chronologically until the present day. The course will examine key turning points in this history by focusing on important legislation, economic factors, and political debates which have shaped the immigrant experience. We will also examine how this experience in the United States has been influenced by questions centered around race, fitness for citizenship, gender, sexuality, nativism, class and labor. The course will help provide a meaningful context for better understanding contemporary policies and issues by examining the origins of legal vs. illegal immigration, the exclusion and inclusion of various groups, the complexities of racial construction, and how immigrants have perceived themselves and been perceived, namely the ways in which particular communities have been stigmatized, demonized, and/or valorized.

Students will enhance their reading, writing and speaking skills by critically analyzing and responding to a variety of primary and secondary sources. In both written assignments and class discussions, students will develop their analytical skills by identifying the course readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies. In particular, these skills will be demonstrated in two response papers, a mid-term essay exam, and a final paper. On a weekly basis, students will engage in critical discussions of historical texts.

Required Texts (Available at Rutgers Campus Bookstore):

Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton UP, 2004).

Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (Cambridge: Harvard UP, 1998).

All other assigned readings will be posted on Blackboard or available on-line.

Course Requirements:

Readings: Class lectures and discussions will be based upon weekly reading assignments. Because many of the readings may be challenging, students are expected to actively read all assignments *twice* before coming to class. Students are expected to be prepared for class and ready to discuss the reading in depth.

Attendance Policy: Attendance is mandatory. Since the class meets only one time per week, one absence will mean that that you miss a significant amount of course content. **Two (2) unexcused absences will lower your final grade by one letter grade. Any student who misses four (4) 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.

A 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://sasundergrad.rutgers.edu/forms/absence>

Quizzes: Four (4) surprise quizzes based on reading assignments will be given throughout the semester. The lowest of your 4 quiz grades will be dropped, and only the highest 3 quiz grades will be counted towards the student's grade. Quizzes will be given at the start of class and can not be made up.

Analytical Papers: There will be two analytical papers due throughout the semester. These will be 2-3 pages and require students to respond in some depth to one of the course readings (typed, 12-point font, double-spaced). Papers should not only reflect an accurate understanding of the reading but include a significant amount of analysis.

Midterm Exam: This exam will consist of a combination of historical ID questions and an essay question covering material read and discussed throughout the first half of the semester.

Final Exam: This will follow the same format as the midterm but will cover all material covered in the second half of the semester.

Grading Formula:

Class Participation:	15%
Quizzes (best 3 out of 4 grades)	15%
2 Analytical Papers	20%
Mid-Term Exam (in-class)	25%
Final Exam	25%

Please note: *All quizzes will be given within the first ten minutes of the class period, and no make-ups will be allowed. Late papers will not be accepted, and no make-ups given, unless prior consent is given by the instructor and appropriate documentation provided by the student.*

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 (you can request an exemption for laptop use but only in the most compelling circumstances will I allow it). 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 the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

Course Schedule and Reading Assignments (Changes may be made at the discretion of the instructor):

- Jan 16 **Course Introduction & Overview**
Short film: *The Immigration History of the United States – The Daily Conversation*
- Jan 23 **Colonial Period: Chattel Slavery & Indentured Servitude**
Reading: Lerone Bennett Jr. *Before the Mayflower: A History of Black America*, Ch. 2, p. 28-54.
Film: Excerpt from *Race: The Power of an Illusion Part 2* (screened in class).
- Jan 30 **Conceiving American Identity: Citizenship & Otherness**
Readings: Philip J. Deloria, *Playing Indian*, Ch. P. 10-37., Matthew Frye Jacobson, *Whiteness of a Different Color*, Ch. 1, 15-39.
- Feb 6 **Immigrant Wage Laborers, Slaves & Free Blacks in Early 19th Century**
Readings: David Roediger, "Irish-American Workers and White Racial Formation in the Antebellum United States" (from *The Wages of Whiteness*), p. 133-163., Seth Rockman, "A Job for a Working Woman," (from *Scraping By: Wage Labor, Slavery and Survival in Early Baltimore*), p. 100-117.
- Feb 13 **European Immigration in the Early and Mid-19th Century: Who is Fit for Citizenship?**
Reading: Matthew Frye Jacobson, *Whiteness of a Different Color*, Ch. 2 39-63.
- Feb 20 **Asian Exclusion: Policing Race & Gender in the 1870s**
Readings: Paul Kramer, "The Case of the 22 Lewd Chinese Women," Kat Chow, "As Chinese Exclusion Act Turns 135, Experts Point To Parallels Today (NPR), E.A. Freeman, "Mr. Freeman on America: His Impressions of Negroes, Irish and Chinese" (1882), Sam Song Bo, "A Protest Against the Statue Liberty"(1885):
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=31
- Feb 27 **"New Immigrants" in the Turn of the Century: Nationalism, Race, Ethnicity and the origins of the "Melting Pot."**
David Roediger, *Working Toward Whiteness: How American's Immigrants Became White*, p. 3-34, Gary Gerstle, "Theodore Roosevelt and the Divided Character of American Nationalism," *Journal of American History* 86:3 (1999): 1280-1307, William Dean Howells, "An Eastside Ramble" (1895), "The Irish and the Offices" (New York Times: 1897).
- March 6 **Midterm Exam**
- March 13 **Spring Break – No Class**

- March 20 **Policing Gender & Sexuality in the Progressive Era**
 Reading: Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America*, Ch. 1, p.19-54.
- March 27 **Remaking the Racial Landscape & Creating the “Illegal” Alien: Prohibition, Nativism & the Johnson-Reed Act**
 Readings: Mae M. Ngai, *Impossible Subjects*, Ch. 1, p. 21-54., Michael Pekarofski, “The Passing of Jay Gatsby: Class and Anti-Semitism in Fitzgerald’s 1920s America.” Madison Grant, *Passing of the Great Race (1916)*, Chapters 2&4.
- April 3 **Imagining and Policing U.S. Borders**
 Reading: Mae M. Ngai, *Impossible Subjects*, Ch. 2, p. 56-75.
 Film: *Harvest of Empire* (Screen entire film at home, some parts will be screened in class)
- April 10 **Between Citizen & Illegal Immigrant: Guest Workers in the WWII Period**
 Reading: Cindy Hahamovitch, *No Man’s Land: Jamaican Guestworkers in America and the Global History of Deportable Labor*, Ch. 2, p. 22-49., Mae M. Ngai, *Impossible Subjects*, p. 138-147.
- April 17 **Immigration Reform in the 1960s**
 Reading: Mae M. Ngai, *Impossible Subjects*, Ch. 7, p. 227-264
 Short Film: *U.S. Immigration since 1965* – History Channel
- April 24 **Contemporary Issues on Immigration**
 Reading: Matthew Frye Jacobson, *Whiteness of a Different Color*, Epilogue: “Ethnic Revival and the Denial of White Privilege,” p. 274-283. Other readings TBD.

Note: The Final Exam will be scheduled during the University’s Exam period (time, date & location TBD).