

U.S. Immigration History

History 21:512:230 – SPRING 2022, Tuesday: 2:30-5:20

Professor Kornel Chang

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313 Conklin Hall

Office Hrs: TBD, by appointment over zoom for now

***** Given the uncertainty, the syllabus is subject to change
but I will alert you in advance of any changes *****

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%
5 Reading Quizzes	50%
Primary Source Paper	15%
Final Response Paper	25%

Late assignments will not be accepted (except in the case of excused absences). (No make-up quizzes for lateness or absence)

Attendance

Attendance is mandatory. Students are expected to attend every class, arrive on time and stay for the duration of the class. *Excused vs. Unexcused absences:* The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: "The recognized grounds for absence are 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."

I will take attendance at the beginning of every class. After three unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. Any student who misses four or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. I realize that delays are sometimes inevitable, and I would rather that you come to class late than not at all. To accommodate that, I will give you three free late passes – after the third late arrival, the late policy as stated above will kick in, with no exceptions. Leaving early without prior permission will count as an unexcused absence.

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.

Names and Pronouns

An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the gendered pronouns you use (for example, I go by he/him/his). Please feel free to let me know your name and/or the pronouns you use at any time.

Class Rules

I expect students to behave in a manner that shows respect for the civic community: for others’ needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, will be counted against the participation grade.

This means, in concrete terms:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,
- no use of computers or laptops for any purpose except to take notes or review assigned readings under discussion,
- no working on other course homework.

COURSE SCHEDULE AND READINGS

Required Text

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

Available for purchase at the college bookstore or on-line (Amazon, B&N, etc. for around \$20).

Week 1

January 18 Introduction

Week 2

January 25 From British to White Americans

- David Roediger, *How Race Survived US History*, Chapter 1.
- “Playing Indian”
<https://notevenpast.org/playing-indian-by-philip-deloria-1999/>

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

Week 3

Feb 1 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), Chapter 5.
- “The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa.”

Film: *The African Americans: The Many Rivers to Cross*

Week 4

Feb 8 European Migration

- Erika Lee, *America for Americans*, 17-73.
- Diary of John Harrower, 1773-1776
<https://archive.org/details/jstor-1834690/page/n39/mode/2up>

Week 5

February 15 Asian Migration and Exclusion

- Erika Lee, *America for Americans*, 75-112.
- Mae Ngai, “That Chinese Girl.”

Required Film: *Chinese Exclusion Act*

Week 6

February 22 Industrialization and Urban Migration

- Erika Lee, *America for Americans*, 113-146.

- David Roediger, *Working Toward Whiteness*, 93-130.

Film: *Triangle Fire* (PBS American Experience)

Week 7
March 1 **Colonial Migrations**

- Vivek Bald, *Bengali Harlem*, Chapter 5.
- Why so many Filipino nurses in the United States?
<https://news.berkeley.edu/2019/05/28/filipino-nurses-in-the-us-podcast/>

Film: *Little Manila: Filipinos in California's Heartland*.

Week 8
March 8 **Immigration Restriction and Citizenship**

- Ian Haney-Lopez, *White by Law*, 56-77.

Film: *Latino Americans: Episode 2 Empire Dreams*

Oral History Paper Due in Class

Week 9
March 15 **No Class: Spring Break**

Week 10
March 22 **World War II and Japanese Internment**

- Erika Lee, *America for Americans*, 183-220.
- *Korematsu v. United States*
[https://encyclopedia.densho.org/Korematsu v. United States/](https://encyclopedia.densho.org/Korematsu_v._United_States/)
- Legacy of Korematsu

<https://www.washingtonpost.com/news/politics/wp/2018/06/26/how-a-1944-decision-on-japanese-internment-affected-the-supreme-courts-travel-ban-decision/>

Film: *Rabbit in the Moon*

Week 11
March 29 **War and Migration during the Cold War**

- 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."

Film: *First Person Plural*

Week 12 Mexican Immigration and the Rise of the New Nativism

April 5

- Erika Lee, *America for Americans*, 147-182 and 251-288.

Film: *Between Borders: American Migrant Crisis*

Week 13

April 12 The 1965 Immigration Act

- Erika Lee, *America for Americans*, 251-288.

Film: *H-2 Worker*

Week 14 The War on Terror and Islamophobia

April 19

- Erika Lee, *Americans for America*, 289-320.

Week 15

TBD

April 26

Support Statement and Resources

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

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations

and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

For Technology Assistance: <https://coronavirus.rutgers.edu/technology-resources-for-students>

Contact information for OIT-Newark Help Desk: <https://runit.rutgers.edu/hd/>