

History: 512:392:05
Gatekeeping Nation: A Cultural History of Immigration Law in the US

MW, 5:35-6:55PM
115 Loree Classroom Building

Instructor Andrew Urban
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Office: **Ruth Adams Building 016**
Office Hours: **Mondays, 1-3 PM and by appointment**

Course Description

Focusing on the period of 1850 to the present, this course will examine the creation and development of immigration policy, and the role that immigration law has played in defining the United States as a nation. The idea that the United States is a “nation of immigrants” has been branded into the American public’s consciousness, and has been used by politicians, the media, and scholars to explain why as a nation, the United States is exceptional. Yet if the United States is a “nation of immigrants,” it is a nation that has also initiated numerous policies and laws in order to govern and police who is allowed to enter the country.

The primary goal of this course is to show how immigration law has been informed by cultural attitudes and ideologies. Today, a complex bureaucracy and quota system determines who is allowed to enter the United States, why they should be given preference over other candidates, and under what conditions they will be granted citizenship. As a class, we will look at how seemingly natural features of American life, such as passports, national borders, and the notion of “legal” versus “illegal” immigrants, have been created over time. To this end, we will pay particular attention to how race, labor, gender, and sexuality have factored into the creation of immigration laws.

Conceptual Learning Goals. Students who study History at Rutgers University can expect to develop an understanding of the following concepts:

- 1.) How individuals are shaped by their own past and by the past of their society and institutions;
- 2.) The role of human agency in bringing about change in society and institutions;
- 3.) The operation of large-scale forces responsible for causing change over time, such as politics, economics, and religion;
- 4.) The role of diversity and difference in shaping human experience;

5.) The nature of cause-and-effect relationships in human affairs as they have played out over time and as they continue to operate in the present.

Practical Learning Goals. Students who study History at Rutgers University can expect to develop the following practical skills:

- 1.) The ability to read and understand a variety of literary forms, including primary sources such as diplomatic correspondence, journalistic reports, and private papers, as well as secondary sources written in academic prose;
- 2.) The ability to analyze information effectively and to construct cause-and-effect relationships from disparate data sources;
- 3.) The ability to write persuasively and communicate effectively;
- 4.) The ability to work independently and to conduct independent research.

Specific Course Goals. Students enrolled in this course can expect to develop the following skills:

- 1) The ability to put debates about immigration policies and laws in a historic context, and to make comparisons between the past and the present
- 2) The ability to think critically about the nature of the law and its relationship to American cultural attitudes
- 3) The ability to think critically about how modern nation-states operate, and their uses of borders, controls on human mobility, and citizenship
- 4) The ability to research and curate a public history exhibit, working as a group

Readings - YOU MUST BRING ALL PRINTED READINGS TO CLASS

- Margaret Regan, *The Death of Josseline: Immigration Stories from the Arizona Borderlands* (Beacon Press, 2010), ISBN: 0807001309
- Erika Lee and Judy Yung, *Angel Island: Immigrant Gateway to America* (Oxford University Press, 2010), ISBN: 0199734089
- Aristide Zolberg, *A Nation by Design: Immigration Policy in the Fashioning of America* (Harvard University Press, 2008), ISBN: 0674030745

In addition to the following books, there are a number of required readings that have been posted on the course's SAKAI site as pdf files, under the heading "Resources." Readings that are available through SAKAI appear on the syllabus followed by a *. You are required to bring a hard copy of these readings to class on the days that they have been assigned.

Grading/QUIPs:

Midterm Exam – 15% (IN-CLASS, February 28)

Midterm Essay – 15% (DUE IN-CLASS, March 28)
Assignment and details to follow.

Final Exhibit/Essay – 25% (DUE IN-CLASS, April 18)

For your final project, you will work in groups to curate a museum exhibition at the Asian American Cultural Center on campus, examining the impact of the Chinese Exclusion acts on residents of New Jersey. (Formal instructions and details to follow.)

Final Exam – 20% (Date TBA: <http://finalexams.rutgers.edu/>)

In-Class Participation – 10%

QUIPS – 15%

Participation and Inquiry QUIPs: In order to facilitate discussion each student will be required to submit a total of 5 QUIPs (Question Issue or Problem) via SAKAI in the DISCUSSION section by midnight prior to when our class meets. QUIPs should be a paragraph or two in length, and bring up a question, an issue, or connections that relate to the reading for next day's class. Three QUIPs must be completed before the Midterm Exam, and the remaining two QUIPs after. Otherwise, it is up to you to determine when you want to post and for what readings.

Grading Scale:

92-100=**A**; 87-91=**B+**; 81-86=**B**; 77-80=**C+**; 70-76=**C**; 60-69=**D**; 0-59=**F**

Attendance

This is a seminar. Although it will include both lecture and discussion, your participation is crucial. You are allowed 3 absences for any reason whatsoever; **each** subsequent absence will result in a 3-point deduction from the grade on your final, and result in a deduction from your participation grade. Repeated excessive lateness (>10min) will count as absences. Excuse notes are unnecessary.

- Note: there are no “minus-grades” at Rutgers.
- All special accommodation requests must be brought to my attention the first two weeks. Full disability policies and procedures are at <http://disabilityservices.rutgers.edu/>. Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>.
- All cell phones and hand-held devices must be turned off in-class. You are allowed to use computers to take notes but do not use your computer to surf the internet.

All exams and assignments must be turned in on time; no material will be accepted late. Unexcused late assignments will receive a deduction.

Academic Policies

Please review the following policies. Should a situation arise where a violation occurs, it will be assumed that you were aware of this information and its ramifications.

Academic Integrity Policy

<http://academicintegrity.rutgers.edu/integrity.shtml>

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

Honor Pledge

I pledge on my honor that I will adhere to all aspects of the Rutgers Academic Integrity Policy

Take an interactive tutorial on Plagiarism and Academic Integrity:

<http://sccweb.scc-net.rutgers.edu/douglass/sal/plagiarism/Intro.html>

Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so you don't plagiarize by accident.

http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml

Class/Readings Schedule

Note: Readings must be completed prior to class, on the day they are listed.

Week One (1/19): Introduction; Defining Terms and Concepts

Week Two: The Nation-State and the Right to Migrate

1/24 – Zolberg, *A Nation By Design*, ch. 1

1/26 – Hannah Arendt, “The Decline of the Nation-State and the End of the Rights of Man,” from *The Origins of Totalitarianism** &

John Torpey, “Coming and Going: On the State Monopolization of the Legitimate ‘Means of Movement,’” from *The Invention of the Passport**

Week Three: Managing Immigrant Labor; Origins of Restriction

1/31 – Zolberg, *A Nation By Design*, ch. 6 &

Moon Ho-Jung, “Outlawing Coolies,” from *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation**

2/2 – Zolberg, *A Nation By Design*, ch. 7

Week Four: Guarding the Nation’s Health; Angel Island

2/7 – Alan Kraut, “Foreign Bodies: The Perennial Negotiation over Health and Culture in a Nation of Immigrants,” *Journal of American Ethnic History* (2004): 3-22.*

2/9 – Lee and Yung, *Angel Island*, Intro. and ch. 1

Week Five: Angel Island (cont.)

2/14 – Lee and Yung, *Angel Island*, chs. 2-3

2/16 – Lee and Yung, *Angel Island*, chs. 4-5 and ch. 8

Week Six: Monuments to Immigration

2/21 - Lee and Yung, *Angel Island*, ch. 9 & Epilogue &

Mike Wallace, “Boat People: Immigrant History at the Statue of Liberty and Ellis Island,” from *Mickey Mouse History**

2/23 – NO READING (Exam Review)

Week 7: Exam

2/28 – MIDTERM EXAM

3/2 – NO READING (Guest Speaker from National Archives)

Week 8: Alien Citizens & Undesirable Refugees

3/7 – *Korematsu v. United States* (Court Opinion & Murphy Dissenting Opinion)*

3/9 – IN-CLASS GROUP WORK

Week 9: SPRING BREAK – NO CLASS!

Week 10: The Cold War & Post-1965 Immigration

3/21 – Zolberg, *A Nation By Design*, ch. 9-10

3/23 – Carl Bon Tempo, “‘They Are Proud People’: The United States and Refugee People from Cuba, 1959-1966,” from *Americans at the Gate: The United States and Refugees during the Cold War** &

Yen Le Espiritu, “The ‘We-Win-Even-When-We-Lose’ Syndrome: U.S. Press Coverage of the Twenty-Fifth Anniversary of the ‘Fall of Saigon,’” *American Quarterly* 58 (2006): 329-52.*

Week 11: Borders and Illegality

3/28 – Mae Ngai, “Braceros, ‘Wetbacks,’ and the National Boundaries of Class,” from *Impossible Subjects: Illegal Aliens and the Making of Modern America**

(ESSAY DUE IN-CLASS)

3/30 – David Bacon, “Making Work a Crime,” from *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants**

Week 12: The Movement of People...and other things

4/4 – NO READING (In-Class viewing, *Maria Full of Grace*, dir. Joshua Marston)

4/6 – NO READING (In-Class viewing, *Maria Full of Grace*, dir. Joshua Marston)

Week 13: Human Experiences Under the Law

4/11 – Regan, *The Death of Josseline*, Prologue – ch. 3

4/13 – Regan, *The Death of Josseline*, chs. 4-6

Week 14: Human Experiences Under the Law; Immigration Law and Globalization

4/18 – Regan, *The Death of Josseline*, chs. 7 – end

4/20 – Zolberg, *A Nation by Design*, Conclusion

Week 15: 9/11 and Homeland “Security”

4/25 – Nicholas De Genova, “Migrant ‘Illegality’ and the Metaphysics of Antiterrorism: ‘Immigrants’ Rights’ in the Aftermath of the Homeland Security State,” from *Border Battles: The U.S. Immigration Debates* (SSRC website)* &

John Tirman, “Immigration and Insecurity: Post-9/11 Fear in the United States,” from *Border Battles: The U.S. Immigration Debates* (SSRC website)*

4/27 – Deborah Campbell, “Exodus: Where will Iraq Go Next?” *Harper’s Magazine* (April 2008): 50-6.*

(In-Class Course Evaluations)

Week 16: Conclusions: No Borders?

5/2 – NO READING