

**History Workshop:
Immigration Case Files and Stories of Restriction and Deportation
(01:506:299)**

**Monday/Wednesday, 2:15 – 3:35 PM
Ruth Adams Building 105**

Prof. Andy Urban
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Office Hours: 11AM – 1PM, Wednesdays, or by appointment
Ruth Adams Building 205E

Course Description

This course is designed to introduce you to historical research, analysis, interpretation, and writing. It combines a historical subject with practical experience conducting original research into this topic.

During the Spring 2018 semester, this particular version of the “History Workshop” course will focus on primary sources that document the United States’ attempts to regulate and restrict immigration, through debarment and deportation, during the early twentieth century. Each student will be assigned a case file pertaining to an immigrant or immigrants who either came under scrutiny during their attempt to enter the United States or were targeted by government officials for deportation following their arrival. Over the course of the semester, students will use their case file and insights gleaned from secondary readings to curate an online exhibition that examines major themes in US immigration history.

The idea that the United States is a “nation of immigrants” has been branded into the American public’s consciousness. If the United States is a “nation of immigrants,” however, it is also a nation that has initiated numerous laws restricting who is allowed to enter the country and under what terms. This course aims to make sense of this fundamental tension, and to analyze immigration through a critical framework that can inform dialogues and conversations about how the United States’ governs migration, in the past and the present.

Required Readings

- Aviva Chomsky, *Undocumented: How Immigration Became Illegal* (Boston, 2014), ISBN: 9780807001677.
- Erika Lee and Judy Yung, *Angel Island: Immigrant Gateway to America* (Oxford University Press, 2010), ISBN: 0199734089

In addition to the above books, readings will be posted as .pdf files to the course's SAKAI site and are available in the section titled "Resources."

Readings correspond to the day they will be discussed, and need to be completed before lecture. You are required to bring readings to class, and there will be occasional spot checks to see if you have done this.

Please Note:

Please make sure that you are receiving and checking SAKAI announcements via email, as I regularly use this tool to post important information relating to class. You are responsible for the information and instructions posted to SAKAI.

Assignment and Grading Summary

- **Case File Notes - 5% (due at least 24hrs before your individual meeting with me)**

Each of you will be required to share with me your notes after reading and conducting initial analysis of your case file. We will discuss your notes at your individual meeting, which must take place by no later than Wednesday, March 7.

- **Historic Context/Significance Essay – 25% (due April 20)**

This essay will provide historic context to your particular case study, and will illuminate your case study's larger significance and importance to how we

understand US immigration history. It will incorporate secondary sources from class and additional readings where relevant.

- **Exhibit – 45% (final versions due May 6)**
 - Main Text (15%) – **draft due, April 23**
 - Document Analysis (15%) – **draft due, April 25**
 - “Why It Matters” Statement and Questions for Future Consideration (15%) – **draft due, April 30**

Full details and instructions relating to this assignment will be made available by the end of January.

- **QUIPS, 15%**

In order to ensure that you are doing the readings and engaging them critically, students will take turns – according to their assigned group (A or B) – posting QUIPs (Questions, Issues, or Problems).

Identify questions, issues, or problems that the readings raise. Use these categories to try and help make sense of how the text and the author’s argument are significant and important to our understanding of American studies.

In order to receive credit, you must submit your QUIP by no later than 10AM the day of class. Your response should be in the range of three to four sentences.

PLEASE NOTE the group you are in below, and mark on your calendar the class dates for which you must submit a QUIP (this information is included in the section of the syllabus titled “Class Schedule and Assigned Readings”):

GROUP A: *Last names that begin with A to L*

GROUP B: *Last names that begin with M to Z*

- **ATTENDANCE AND PARTICIPATION GRADE, 10%**

Attendance in this seminar is mandatory. Each student is allowed one unexcused absence during the semester. Each additional unexcused absence will result in deduction from your attendance grade.

Because this is a discussion seminar, participation is required. To receive full credit in this category, you will need to regularly contribute to discussion.

Grading Scale:

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

Note: there are no minus grades at Rutgers.

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 “case files” as a particular type of primary source, and how history can be narrated and interpreted using this type of source
- 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 an online public history exhibit

Class Policies

If you have to miss class due to sickness, an emergency, or another excused reason, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

Computer and phone use should be limited to looking at the .pdf readings for class (if you choose not to print them out), and taking notes. If I see you regularly using your phone or computer for reasons other than taking notes, this will result in deductions from your attendance grade.

Unexcused late assignments and QUIPs will receive a deduction.

Special Accommodation Requests

All special accommodation requests must be brought to my attention during the first two weeks of class. Full disability policies and procedures are available for review at: <http://disabilityservices.rutgers.edu/>.

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

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

By accepting this syllabus and enrolling in this course, you assume responsibility for knowing the above policies and the possible penalties – including suspension and expulsion – should you violate the Honor Pledge.

Class Schedule and Assigned Readings

Wednesday, January 17

Introduction to Course and Syllabus

Unit One: What is Immigration History? What Makes a Migrant?

Monday, January 22 – QUIP, Group A

- Adam Goodman, "Nation of Migrants, Historians of Migration," *Journal of American Ethnic History* (Summer 2015): 7-16.
- Jose C. Moya and Adam McKeown, "World Migration in the Long Twentieth Century," in *Essays on Twentieth-Century History*, ed. Michael Adas (Philadelphia, 2010), 9 – 52.

Wednesday, January 24 - QUIP, Group B

- Mae Ngai, Introduction, *Impossible Subjects* (Princeton, 2004), 1-14.
- María Cristina García, "[America Has Never Actually Welcomed the World's Huddled Masses](#)," *Washington Post*, November 20, 2015.

Unit Two: How and Why Does the Past Matter?

Monday, January 29 - QUIP, Group A

- Chomsky, *Undocumented*, Preface, Introduction, Chapter 1

Wednesday, January 31 - QUIP, Group B

- Chomsky, *Undocumented*, Chapters 2-3

Monday, February 5 - QUIP, Group A

- Chomsky, *Undocumented*, Chapters 4-5

Wednesday, February 7 - QUIP, Group B

- Chomsky, *Undocumented*, Chapter 7 - end

Unit Three: Inside the Belly of The Bureaucracy

Monday, February 12 - QUIP, Group A

- Lee and Yung, *Angel Island*, Introduction & Chapter 1

Wednesday, February 14 - QUIP, Group B

- Lee and Yung, *Angel Island*, Chapters 2 & 4

Monday, February 19 - QUIP, Group A

- Lee and Yung, *Angel Island*, Chapters 5 & 6

Wednesday, February 21 - QUIP, Group B

- Lee and Yung, *Angel Island*, Chapter 8 - end

Monday, February 26

In-class field trip to "States of Incarceration" exhibit, Douglass Library

Wednesday, Feb. 28 – NO CLASS

******* Saturday, March 3 – Class Field Trip to Ellis Island *******

Unit Four: Reasons for Restriction

Monday, March 5 – QUIP, Group A

- Vincent Cannato, *American Passage: The History of Ellis Island* (New York, 2009), chapters 10 & 12.

Wednesday, March 7 - QUIP, Group B

- Andy Urban, *Brokering Servitude: Migration and the Politics of Domestic Labor During the Long Nineteenth Century* (New York, 2017), 138-87.

----- NO CLASS, SPRING BREAK -----

Monday, March 19 - QUIP, Group A

- Deirdre M. Moloney, "Women, Sexual Morality, and Economic Dependency in Early U.S. Deportation Policy," *Journal of Women's History*, Vol. 18, No. 2 (2006): 95-122.
- Jessica Pliley, "The Petticoat Inspectors: Women Boarding Inspectors and the Gendered Exercise of Federal Authority," *Journal of the Gilded Age and Progressive Era* 12, no. 1 (2013): 95–126,

Wednesday, March 21 - QUIP, Group B

- Donna Gabaccia, "The 'Yellow Peril' and the 'Chinese of Europe': Global Perspectives and Race and Labor, 1815–1930," in *Migration, Migration History, History: Old Paradigms and New Perspective*, ed. Jan Lucassen and Leo Lucassen (Bern: Peter Lang, 1997), 177–96.
- Gunther Peck, "Making Sense of White Slavery and Whiteness," *Labor: Studies in Working-Class History of the Americas* 1, no. 2 (Summer 2004): 41–63.

Monday, March 26 - QUIP, Group A

- Douglas Baynton, "Defectives in the Land: Disability and American Immigration Policy, 1882-1924," *Journal of American Ethnic History* 24, no. 3 (Spring, 2005): 31-44.
- Torrie Hester, *Deportation: The Origins of U.S. Policy* (Philadelphia, 2017), 7-34.

Wednesday, March 28 – QUIP, Group B

- Amy Fairchild, *Science at the Borders: Immigrant Medical Inspection and the Shaping of the Modern Industrial Labor Force* (Baltimore, 2003), 1-22; 53-82.

Monday, April 2 - QUIP, Group A

- S. Deborah Kang, *The INS on the Line: Making Immigration Law on the US-Mexico Border, 1917-1954* (New York, 2017), 62-86.

Wednesday, April 4 - QUIP, Group B

- Peter Schrag, *Not Fit for Our Society: Immigration and Nativism in America* (Berkeley, 2010), 108-38.

Monday, April 9

- Wendy Brown, *Walled States, Waning Sovereignty* (New York, 2010), 7-42.

Wednesday, April 11

In-class presentation, Claire Urban, Immigration Staff Attorney, Bronx Defenders

Monday, April 16

Class meeting at Digital Humanities Lab, Alexander Library Wednesday, April 18 – NO CLASS

Monday, April 23

Workshopping Exhibit Materials

Wednesday, April 25

Workshopping Exhibit Materials

Monday, April 30

Workshopping Exhibit Materials