

Immigrant States: Jersey's Global Routes

American Studies 050:271
Latino and Caribbean Studies 595:312

Mondays and Wednesdays, 3:50 – 5:10PM
Hickman Hall, Room 101

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Office Hours: Zoom or in-person, by appointment
he/him pronouns

Course Description

Rutgers University prides itself on its racial and ethnic diversity. Indeed, the state of New Jersey ranks as one of the top destinations for immigrants to the United States, a distinction that it has held in both the past and present. At the same time, New Jersey is also one of the most segregated states in the United States and has frequently been the site of anti-immigrant politics, violence, and sentiment.

This course investigates immigration to New Jersey through an interdisciplinary framework, and uses methods and sources from history, literature, film, sociology, political science, and ethnic studies to try and make sense of what it means to call New Jersey an “immigrant state.” Together, we will examine the experiences of immigrants from the Dominican Republic, Korea, India, the Philippines, Mexico, and China, who came to New Jersey after 1965. We will also examine European sources of immigration to New Jersey, and histories of transatlantic migration in the nineteenth and twentieth centuries. During the semester, we will address intersections, comparisons, and relationships between immigration across national borders, and other migrations, such as the movement Black Americans from the South to New Jersey cities, and the forced migrations of Native Americans and enslaved Africans in the state’s colonial period.

Finally, using New Jersey as a case study, we will interrogate how the idea of the United States as a “nation of immigrants” has been constructed in popular and political discourse, and how race, class, gender, and sexuality have shaped immigrants’ experiences and complicated what it means to be an “American” in different eras.

Required Readings

The required books for this course are available for purchase through the bookstore and through numerous online vendors. They can also be acquired through the libraries. I recommend that you use a hard copy version of this book. Citations to digital versions of this text will not be accepted in course assignments.

- Philip Roth, *Goodbye, Columbus: And Five Short Stories* (Vintage International, 1993 [1959]), ISBN# 9780679748267.
- Akhil Sharma, *Family Life: A Novel* (W. W. Norton & Company, 2015), ISBN# 9780393350609.

The remaining course readings will be available either as pdfs in the “Files” section of our Canvas site, in the folder labeled “Readings,” or linked to in the syllabus. You are not required to print out pdf readings, although you may find it useful to do so, but please keep in mind that you need to have either a digital or hard copy version of readings available in class for review and discussion.

COVID Protocols and Regulations

For the fall 2022 semester, Rutgers is requiring that faculty and students wear masks in all classrooms.

If you are feeling ill or sick, please do not attend class in person. I can work with you to catch up via Zoom. (Even before Covid, it was not a great idea to attend class while sick. Practice self-care!) Throughout these challenging times, I have tried to be understanding and accommodating, and I will continue to do so. I just ask that you communicate with me so that we can come up with appropriate contingency plans.

For the latest information and updates on Rutgers’ various policies and regulations concerning Covid-19, please consult: <https://coronavirus.rutgers.edu/>.

Assignment and Grading Summary:

Additional assignment details and instructions will be provided in separate documents.

Midterm Exam – 30% (take-home, to be completed the week of October 17)

Essay on Two Novels – 30% (due Sunday, December 4)

Oral History Assignment – 30% (due Friday, December 23)

Participation and engagement – 10%

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.

School of Arts and Science Degree Requirements Met by this Course:

Social Analysis [SCL]. Students will learn to:

- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.

Diversities and Social Inequalities [CCD]. Students will learn to:

- Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.
- Analyze contemporary social justice issues and unbalanced social power systems.

American Studies/Latino and Caribbean Department Learning Goals Met by this Course:

Students will learn to:

- Analyze and compare the different eras, forms, and political and economic concerns related to im/migration to (and from) New Jersey
- Make sense of the relationship between immigration and the formation of ethnic identity
- Design and conduct an oral history project, focused on migration
- Write well; speak articulately; and think critically, analytically, and creatively.

Class Policies:

Class Announcements:

Please make sure that you are receiving and reading Canvas announcements. All important information related to class will be sent out through Canvas. You are responsible for knowing the information and instructions posted to Canvas.

Special Accommodation Requests:

All special accommodation requests should be brought to my attention during the first two weeks of class. Full policies and procedures are available for review at:

<https://ods.rutgers.edu>.

Academic Integrity Policy:

<https://nbprovost.rutgers.edu/academic-integrity-students>

The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as their own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with their interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which they are preparing.

Any violation of academic integrity is a serious offense and is therefore subject to an appropriate sanction or penalty. If you are unsure about whether something might violate Rutgers' academic integrity policy – please ask me for clarification!

Honor Pledge:

I pledge on my honor that I will adhere to all aspects of the Rutgers Academic Integrity Policy and to Rutgers policies concerning bullying, intimidation, and harassment (<https://policies.rutgers.edu/10211-currentpdf>).

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 them.

Union Statement:

Faculty at Rutgers University are currently working without a contract. Information on collective bargaining and what we are fighting for, and what we think you deserve as students, can be found here: <https://rutgersaaup.org/contract-2022-resource-center/>.

Class Schedule and Readings

Wednesday, September 7 - Introductions

Monday, September 12 - Defining Terms

- Mae Ngai, “Immigration and Ethnic History,” in Eric Foner and Lisa McGirr, eds., *American History Now* (Philadelphia: Temple University Press, 2011), 358-375

Wednesday, September 14 – Colonial Settlers, Displaced Indigenous Peoples

- The Public History Project, “Remembering Pavonia,” <https://www.publichistoryproject.org/remembering-pavonia/> (VIEW ONLINE. This is an extensive website with lots of interesting features, so give yourself time to explore. I’ll provide some prompts to guide your interaction with the site.)

Monday, September 19 – Forced Migrants

- James J. Gigantino II, “Trading in Jersey Souls: New Jersey and the Interstate Slave Trade,” in *Pennsylvania History: A Journal of Mid-Atlantic Studies* 77, no. 3 (2010): 281-302
- Lost Souls Public Memorial Project, <https://lostsoulsmemorialnj.org/> (VIEW ONLINE)

Wednesday, September 21 – The Rise of Mass, Transatlantic Migration

- Selections from Douglas Shaw, *Immigration and Ethnicity in New Jersey History* (New Jersey History Series, 1994).
- Ronald Baylor, “How Newcomers Dealt with Delays and Coped with Detainment or Rejection,” in *Encountering Ellis Island: How European Immigrants Entered America* (Johns Hopkins University Press, 2014), 93-114.

Monday, September 26 – Chinese Migration to New Jersey in the 19th Century: Labor and Exclusion

- Daniel Liestman, “Chinese Labor at the Passaic Steam Laundry in Belleville,” *New Jersey History* 112, nos. 1-2 (Spring/Summer, 1994): 21-33.

- Anna Pegler-Gordon, “Shanghaied on the streets of Hoboken: Chinese exclusion and maritime regulation at Ellis Island,” *Journal of Maritime Research* 16, no. 2 (2014): 229-45.

September 28 – Migration and Agricultural Labor; Japanese American Incarceration

- Andy Urban, “Vanishing Landscapes of Labor: Migrant Farmworker Camps and the Environmental History of Seabrook Farms During the Second World War.” In Raechel Lutz, ed., *New Jersey's Natures: Environmental Histories of the Garden State* (New Brunswick, NJ: Rutgers University Press), forthcoming.
- *Invisible Restraints: Life and Labor at Seabrook Farms*, New Jersey Digital Highway, https://njdigitalhighway.org/exhibits/seabrook_farms (VIEW ONLINE)

October 3 – Undocumented New Jersey

- Newest Americans, American Sueño, <https://newestamericans.com/american-sueno/> (VIEW VIDEOS ONLINE)
- Jordan Levy, “Why ICE Is Leaving New Jersey County Jails,” *The New Republic*, August 27, 2021, <https://newrepublic.com/article/163447/phil-murphy-bans-ice-new-jersey-county-jails> (READ ONLINE)
- Whitney Strub, “In New Jersey, Activists Are Learning What “Abolish ICE” Means in the Biden Era,” *Jacobin*, July 10, 2022, <https://jacobin.com/2022/07/new-jersey-immigrant-rights-elizabeth-detention-center-protests> (READ ONLINE)

October 5 – Latinx New Jersey, part 1

- Raymond Sanchez Mayers, Lyna L. Wiggins, and Fontaine H. Fulghu, “Latino New Jersey: A Demographic and Geographic Portrait,” in eds. Aldo Lauria Santiago and Ulla Berg, *Latino New Jersey* (Rutgers University Press, forthcoming).

October 10 - Latinx New Jersey, part 2

- Aldo Lauria Santiago, “Industry, Community and Resistance: Puerto Ricans in New Jersey, 1943-1970,” in *Ibid.*
- Lilia Fernandez, “The Mexican Community,” in *Ibid.*

October 12 – Immigrant Sociology in NJ

- Noriko Matsumoto, “Strategies of Assimilation and Distinction,” in *Beyond the City and the Bridge: East Asian Immigration in a New Jersey Suburb* (Rutgers University Press, 2018), 66-90
- Rodriguez, selections from *In Lady’s Liberty’s Shadow* (Rutgers University Press, 2017).

EXAM REVIEW SESSION – FRIDAY, OCT 14, ZOOM

October 17 & 19– TAKE HOME EXAM, NO IN-PERSON CLASS

October 24

- Roth, *Goodbye, Columbus*, chapters 1-3, title story

October 26

- Roth, *Goodbye, Columbus*, chapters 4-6, title story

October 31

- Roth, *Goodbye, Columbus*, chapters 7-end, title story

November 2

- Roth, *Goodbye, Columbus*, “The Conversion of the Jews” & “You Can’t Tell a Man by the Song He Sings”

November 7

- Roth, *Goodbye, Columbus*, “Eli, The Fanatic”

November 9

- Sharma, *Family Life*, 11-29

November 14

- Sharma, *Family Life*, 30-72

November 16

- Sharma, *Family Life*, 73-113

November 21 & 23 - NO CLASS THANKSGIVING WEEK

November 28

- Sharma, *Family Life*, 114-173

November 30

- Sharma, *Family Life*, 174 - end

December 5

No reading. In-class screening, *Ramy*, season 1, episode 1

December 7

- Rutgers Latino New Jersey History Project,
<https://oralhistory.rutgers.edu/latino-new-jersey-history-project>
(INSTRUCTIONS TO FOLLOW)

In-class workshopping of oral history questions.

December 12

- South Asian American Digital Archive (SAADA), *Our Stories: An Introduction to South Asian American* (SAADA, 2021), selections TBA
- Looking Back: Eleven Life Histories, ed. Giles Wright (New Jersey Historical Commission, 1986), selections TBA
- Newest Americans, “We Came & Stayed: Coyt Jones/Ras Baraka,”
<https://newestamericans.com/we-came-and-stayed/> (VIEW VIDEO ONLINE, READ TEXT)

In-class workshopping of oral history analysis skills.

December 14 – Conclusions; Project Peer Review