

Natives and Newcomers: Immigration and Migration in U.S. History

Mondays and Wednesdays 3:55 - 5:15 PM
Remote Instruction, Sync

Professor Andy Urban
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Office Hours by Appointment
(email to schedule)



The wall built by French artist JH peers over the U.S.-Mexico border at Tijuana, Calif., earlier this week.
Su/Fernando Sotelo/PR/Getty Images

Course Description

Im/migration has been a permanent feature of American history. From the first, indigenous peoples who migrated across the Bering Strait to the Americas, to Spanish, French, and British settlers in search of wealth, to enslaved Africans forced on the Middle Passage, to Irish peasants fleeing famine, to Mexican workers contracted as temporary laborers, to present day El Salvadorians seeking asylum, for centuries people have moved throughout and to what is today the United States of America. Whether they were in motion voluntarily, or relocated against their will, migrants confronted wrenching familial separations and adjustments to new lands, lifestyles, languages, and power dynamics. Some were able to convert these challenges into opportunities for themselves and their families, while others had more difficulty overcoming such transitions.

At different historical moments, immigrants and indigenous people have been disparaged and blamed for many of the nation's economic and social woes. Yet ironically, we often celebrate our immigrant heritage as Americans simultaneous to expressing anxiety and alarm over the ongoing arrival of newcomers. Nonetheless, millions of people in motion to--and within--the United States have contributed to the nation's cultural, political, economic, and social fabric during its history.

This course will critically examine the dynamics of im/migration over several centuries and challenge some of our most fundamental ideas on this topic. Ultimately, students will understand im/migration not only from the perspective of natives or "the nation" but from the view of newcomers as well. We will take a broad overview of migration in United States history, beginning with precolonial societies through contemporary dynamics in the 21st century. The course is organized in three chronological periods—Precolonial and Colonial Era (100 BCE - 1776), Creating a Nation (1776-1924), and 20th & 21st Centuries (1924-2021).

Required Readings

- ❖ Karla Cornejo Villavicencio, *The Undocumented Americans* (Penguin Random House, 2020), ISBN#: 9780399592683.
- ❖ Cathy Park Hong, *Minor Feelings: An Asian American Reckoning* (Penguin Random House, 2020), ISBN#: 9781984820365.

These books are available through the Rutgers bookstore or through other online vendors.

I recommend buying the hard copy version of these two books, but if you buy an e-version, please note you are responsible for translating page numbers into the hard copy version. (I recommend googling how to do this for your device.)

You will also be reading articles and chapters that are available as .pdf files on our Canvas site, unless otherwise noted.

Remote Format

Classes will take place Mondays on Zoom, from 3:55 to 5:15PM. **Please use this link to access class:** <http://bit.ly/3s5AknZ>. We will be using this same link the entire semester.

I will record all classes and make them available via Canvas after they take place. You should watch video from class in cases where you have a legitimate reason for missing class. What constitutes a legitimate reason will be based on the honor system.

Most Wednesday meetings of our course will take the form of discussion sessions, with our class divided into two sections led by Andy and Yazmin respectively.

If you miss the Wednesday meeting of class, in lieu of participating in discussion, you will need to submit a response to the readings, explaining their significance and importance in relationship to course themes, to receive participation credit.

Assignment and Grading Summary:

- Two “Migration in the Media” Journal Entries – (7.5% each) 15%
 - Entry 1, Due Friday, February 12
 - Entry 2, Due Friday, March 5
- Exam – 30%, Take-Home, During Class Time, March 29 & 31
- Two essays – (20% each) 40%
 - Essay 1, Due Friday, April 16
 - Essay 2, Due Monday, May 10
- Participation – 15%

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.

Course Goals

SAS Core Goals

Historical Analysis [HST-2]: Student is able to... Employ historical reasoning to study human endeavors, using appropriate assumptions, methods, evidence, and arguments.

Diversities and Social Inequalities [CCD-2]: Student is able to... Analyze contemporary social justice issues and unbalanced social power systems.

Conceptual Learning Goals

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

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

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 historical primary sources such as archival documents, diplomatic correspondence, journalistic reports, and private papers
- 2) the ability to reach and understand secondary sources written in academic prose and to understand the substance of historiographical debates
- 3) the ability to analyze information effectively and to use different kinds of historical sources to create a persuasive historical argument.
- 4) the ability to write persuasively and communicate effectively

5) the ability to work independently and to conduct independent research

Class Policies:

Class Announcements:

Please make sure that you are receiving and checking Canvas announcements. All important information related to class will be disseminated through this system. You are responsible for knowing the information and instructions posted to Canvas.

Technology Requirements/Financial Need:

For this course, you will need the ability to attend class on Zoom, and to access Canvas features related to instruction. We will also, on occasion, use the internet during class.

Please visit the Rutgers Student Tech Guide page for resources available to all students: <https://it.rutgers.edu/technology-guide/students/>.

If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

The History Department is committed to ensuring that students are not prevented from learning due to financial reasons (being able to afford books, for instance). Please email me privately if this is an issue, so I can work with you to access departmental resources.

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>.

Covid-19 / Missing Class:

Obviously, these continue to be uniquely difficult times in respect to Covid-19 and its impacts. As mentioned earlier in the syllabus, I expect you to attend class if you can, but if you cannot, there will be recordings available to make up missed work.

I promise to be understanding and flexible if larger issues arise preventing you from completing classwork. I just ask that you communicate with me so we can come up with a plan that helps you finish the course and receive credit.

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!

Intellectual Property:

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership over recorded class sessions and the material that we create in discussions. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course.

Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy. Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

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 Message:

As a member of Rutgers AAUP-AFT, I stand in solidarity with all laid-off workers at Rutgers. They have been sacrificed to management's unnecessary austerity measures, which were carried out unilaterally and without transparency. I believe that the administration has an obligation to respect and protect its lowest-paid, most vulnerable employees. For more information on this subject, please visit: <https://www.rutgersaaup.org/how-were-confronting-the-crisis/>.

Class Schedule and Assigned Readings

Jan. 20 - Introductions

Jan. 25 - A Long View of Migration in World History: Periodization and Themes

- Michael Fisher, "Earliest Human Migrations, ca. 200,000 bce to ca. 600 ce," in *Migration: A World History* (2013), 1-27.
- Jose C. Moya and Adam McKeown, "World Migration in the Long Twentieth

Century,” in *Essays on Twentieth-Century History*, ed. Michael Adas (2010), 9 – 52.

Jan. 27 – Initial Encounters

- [Journal of Christopher Columbus, 1492](#), from *The American Yawp Reader*
- [Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples, 1542](#), from *The American Yawp Reader*
- [Thomas Morton Reflects on Indians in New England, 1637](#), from *The American Yawp Reader*

Feb. 1 – Settler Colonialism

- Lorenzo Veracini, “Introducing Settler Colonial Studies,” *Settler Colonial Studies* 1 (2011): 1-12.
- Stephanie Smallwood, “Reflections on Settler Colonialism, the Hemispheric Americas, and Chattel Slavery,” *The William and Mary Quarterly* 76 (2019): 407-416.

Feb. 3 – Settler Migrations and Indigenous Land Claims

- [Richard Hakluyt Makes the Case for English Colonization, 1584](#) from *The American Yawp Reader*
- [Recruiting Settlers to Carolina, 1666](#), from *The American Yawp Reader*
- [Letter from Carolina, 1682](#), from *The American Yawp Reader*
- John W. Quinney materials, Collections of the State historical society of Wisconsin
- The Suppressed Speech of Wamsutta (Frank B.) James, Wampanoag, 1970

Feb. 8 – Black Migrations Under Slavery and Freedom

- Saidiya Hartman, “Venus in Two Acts,” *Small Axe* 12 (2008): 1-14.
- Steven Deyle, “The Domestic Slave Trade in America: The Lifeblood of the Southern Slave System,” in *The Chattel Principle : Internal Slave Trades in the Americas*, ed. Walter Johnson (2005), 91-116.
- Andy Urban, “Migrants, All: Bridging Conceptual Divides Between Black History and Immigration History,” NYU Press Blog,

<https://www.fromthesquare.org/black-history-immigration-history/> [read online]

- Isabel Wilkerson, "The Long-Lasting Legacy of the Great Migration," *Smithsonian Magazine* (2016), <https://www.smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118/> [read online]

Feb. 10 – Black Migration Histories Online

- The Slave Voyages Databases, <https://www.slavevoyages.org/> [explore this digital archive and project online]
- Jacob Lawrence, The Migration Series, <https://lawrencemigration.phillipscollection.org/the-migration-series> [explore these paintings online]

***** FRIDAY, FEB. 12 – First "Migration in the Media" Assignment Due *****

Feb. 15 – The First Mass Immigration to the U.S.: The Irish

- Hidetaka Hirota, "'The Great Entrepot for Mendicants': Foreign Poverty and Immigration Control in New York State to 1882," *Journal of American Ethnic History* 33 (2014): 5-32.
- Tyler Anbinder, "Moving beyond 'Rags to Riches': New York's Irish Famine Immigrants and Their Surprising Savings Accounts," *Journal of American History* 99 (2012): 741-770.

Feb. 17 – Anti-Irish Nativism

- Hannah Curtis, "A Letter from Ireland Tells of the Suffering Caused by the Potato Famine," 1847, SHEC: Resources for Teachers, <https://herb.ashp.cuny.edu/items/show/692> [access online]
- William Dever, "An Irish Emigrant Writes to Relatives in County Donegal," 1848, SHEC: Resources for Teachers, <https://herb.ashp.cuny.edu/items/show/722> [access online]

- Margaret McCarthy, “An Irish Emigrant to New York Writes Home,” 1849, SHEC: Resources for Teachers, <https://herb.ashp.cuny.edu/items/show/689> [access online]
- Thomas Whitney, “A Know-Nothing Compares ‘Romanism’ with ‘Republicanism’,” 1850s, SHEC: Resources for Teachers, <https://herb.ashp.cuny.edu/items/show/1133> [access online]
- George Templeton Strong, “A Nativist New Yorker Disparages Irish Arrivals,” 1838-57, SHEC: Resources for Teachers, <https://herb.ashp.cuny.edu/items/show/718> [access online]
- Thomas Nast, “A Cartoonist Depicts ‘The Usual Irish Way of Doing Things’,” 1871, SHEC: Resources for Teachers, <https://herb.ashp.cuny.edu/items/show/640> [access online]
- Frederick Opper, “The Irish Declaration of Independence,” Puck, May 9, 1883 [Canvas]

Feb. 22 – Constructing Restrictive and Regulatory Regimes

- Beth Lew-Williams, “Restriction,” in *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America* (2018), 17-52.
- Erika Lee, “The ‘Inferior Races’ of Europe,” in *America for Americans: A History of Xenophobia in the United States* (2019), 113-46.

Feb. 24 – Pre-1924 Border Controls

- History Workshop: Immigration Case Files and Stories of Restriction and Deportation, <https://blogs.libraries.rutgers.edu/hist-workshop-immigration/> [please explore this class project and exhibition online]

March 1 & 3 – Capturing the Immigrant Experience in Art

In-class film Screening: Director James Grey, *The Immigrant* (2013)

***** FRIDAY, March 5 – Second “Migration in the Media” Assignment Due *****

March 8 – The 1980s Sanctuary Movement (Guest Lecture by Yazmin)

- Stephen Macekura, “‘For Fear of Persecution’: Displaced Salvadorans and U.S. Refugee Policy in the 1980s,” *The Journal of Policy History* 23 (2011): 357-380.
- Deena Guzder, “Jim Corbett: Convictions of the Hearth in the Sanctuary Movement,” in *Divine Rebels: American Christian Activists for Social Justice* (2011), 96-121.
- Hector Perla and Susan Bibler Coutin, “Legacies and Origins of the 1980s US-Central American Sanctuary Movement,” *Refuge* 26 (2009): 7-19.

March 10 – The 1980s Sanctuary Movement

- “Reagan's Statement on Immigration,” *New York Times*, July 31, 1981, <https://www.nytimes.com/1981/07/31/us/reagan-s-statement-on-immigration.html> [read online]
- Dirs. Carl and Kathy Hersh, *The New Underground Railroad* (1984), <https://vimeo.com/204907964> [watch online before class]
- Alan Nelson, “The Sanctuary Movement; Humanitarian Action, Political Opposition or Lawlessness,” *Vital Speeches of the Day* 52 (1986): 482-485.

March 22 – Advocacy and Immigration Removal in the Present

Guest Speakers, TBA: Reports from the Field

March 24 – Seeking Asylum Under US and International Law

- “Asylum,” *Last Week Tonight with John Oliver* (2020) <https://youtu.be/xtdU5RPDZqI> [watch online before class]
- Justine van der Leun, “A Culture of No,” *Virginia Quarterly Review*, Fall 2018.

March 29 & 31

Two-Part Exam (completed during class time)

April 5 - Undocumented Americans

- Villavicencio, *The Undocumented Americans*, Introduction and Chapter 1
- Donald Kerwin, "From IIRIRA to Trump: Connecting the Dots to the Current US Immigration Policy Crisis," *Journal on Migration and Human Security* 6 (2018): 192-204.

April 7 - Undocumented Americans

- Villavicencio, *The Undocumented Americans*, Chapters 2 and 3

April 12 - Undocumented Americans

- Villavicencio, *The Undocumented Americans*, Chapters 4 and 5

April 14 - Undocumented Americans

- Villavicencio, *The Undocumented Americans*, Chapter 6

***** ESSAY DUE Friday, APRIL 16 *****

April 19 - Social Integration?

- Hong, *Minor Feelings*, "United," "Stand Up"

April 21 - Social Integration?

- Hong, *Minor Feelings*, "The End of White Innocence," "Bad English"

April 26 - Late-Twentieth Century Immigrant Geographies

- S. Mitra Kalita, "Deported from Home," and "The Patels' Journey," in *Suburban Sahibs: Three Immigrant Families and Their Passage from India to America* (2003)

April 28 - Late-Twentieth Century Immigrant Geographies

- Willow Lung-Amam, "Malls of Meaning: Building Asian America in Silicon Valley Suburbia," *Journal of American Ethnic History* 34 (2015): 18-53.

May 3 - Social Integration?

- Hong, *Minor Feelings*, "An Education," "The Indebted"

***** ESSAY DUE MONDAY, MAY 10 *****