American Immigration History

“Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history.”—Oscar Handlin, the Transplanted

This class surveys the nuance, contestation, and complexity of immigration in United States history. Without immigration, America would not exist as it does today. In a sense, American citizenship and history depend on the influx of people across oceans and borders. Yet, immigration is one of the most vigorously contested points of debate in modern politics and culture. Some modern liberals advocate welcoming immigrants with open-arms in a pluralistic vision of society, while some modern conservatives argue for regulation and protection of the domestic-born. Both positions, and many others in-between, have long roots in the American past that carry baggage into the American present.

Immigration history follows the influence of law on the movement of people, and vice versa. It highlights agency, community, identity, and citizenship. This approach binds together a socio-legal narrative of immigration policy, immigrant life, and the effect of other forms of identity (i.e. gender and sexuality, race and ethnicity, citizenship, religion, etc.). Each week introduces a new ethnic group of immigrants or a new region of analysis. The course as a whole serves as an introduction to these particularities and to a broad overview of ethnic and immigration history in America.
REQUIRED TEXTS:


All other readings online

COURSE OBJECTIVES:

• Know the broad narrative of American Immigration History
• Use key categories of analysis like race, gender, ethnicity, and religion
• Understand the roots of modern debates over immigration
• Be able to write and think critically
• Have a familiarity with digital research and presentation tools
• Be cognizant and literate with multiple points of view and ways of thinking about immigration
• Know how to effectively “gut” a book
• Produce a final research paper or digital project

ASSIGNMENTS AND GRADING:

**Reading Responses (15%)**: Students throughout the semester will sign up to write five one-page response papers to the reading for that day. These responses should critically engage with the arguments of two or more secondary sources by placing them in conversation with one another. They should also demonstrate what you think about the readings. They will be graded on clarity and concision. This assignment should provide students with the opportunity to develop writing skills and receive feedback in preparation for their final projects.

**Timeline Entries (15%)**: The course will utilize Timeline JS to create a collaborative digital timeline for the class. Students are required to contribute three timeline entries that focus on a person or event from within the course. Each entry will provide a one-paragraph summary of the person or event, and another paragraph analysis of the significance of the entry for the history of American immigration. These can be short paragraphs. This timeline will be the primary study-guide for the Mid-Term test, and will give students some experience with digital tools.

**Participation (20%)**: Students are required to complete the course readings and participate in class discussion. There will be two debate days and four monograph discussion days within the class which will depend on student participation. Other days will split between lecture and discussion of the day’s readings. Students are permitted one unexcused absence, subsequent absences will lower the student’s overall grade.

**Mid-Term (20%)**: There will be one mid-term test during week 8. The mid-term will contain a mix of multiple choice, identification, and short answer questions from the class readings and discussions and will be based on the Timeline JS entries.

**Final Project (30%)**: Students have two options for a final project that they will present during week 15. The first is a classic research paper, 12-16 pages in length (longer is ok) and based on primary and secondary sources. The research paper should engage with some aspect of immigration history and be relevant to the course. The second option is to create a digital immigrant story based on the University of Minnesota’s Immigrant Stories project (https://immigrantstories.umn.edu). If choosing this second option, the student will create the story and write an additional 5-6 page paper that provides academic context for the particular immigration story. For example, if a student interviews a Jewish-American citizen who immigrated from Germany during World War II, then the student’s 5-6 page paper should reference secondary sources specific to that context and place the story he or she has created within that secondary literature. Whichever project the student chooses, he or she will present their project in front of the class during week 15.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE

The course schedule alternates between chronological and thematic weeks (minus the first week). First, as an introduction to the course, we will discuss historical methodology and broad trends in immigration scholarship, or immigration historiography. Some weeks cover the chronological scope of American Immigration History with a broad narrative of laws and immigrant experiences. This narrative highlights the “open borders” in transatlantic Colonial America, the draw of economic promise in the nineteenth-century and the beginnings of state regulation, the federalization of immigration law in the late nineteenth-century, racial restriction in the mid-twentieth century, and the opening of immigration bans in the late twentieth century. Immigrant ethnicities varied in these different phases of American history. Some weeks cover analytic themes relevant to immigrant experiences. They range from economics and transnationalism, nativism, regional difference, gender and sexuality, ethnicity and assimilation, refugees, citizenship, to religion. These themes help scholars understand the structures of power involved in the way that governmentality meets individual agency through the right of movement.

<table>
<thead>
<tr>
<th>CLASS AND THINGS DUE</th>
<th>THEME</th>
<th>READINGS AND ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8—M</td>
<td>Historiography</td>
<td>Primary source activity; history of immigration writing activity</td>
</tr>
<tr>
<td>Jan 10—W</td>
<td>Historiography</td>
<td>Very Short Introduction, introduction, 1-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adam Goodman, “Nation of Migrants, Historians of Migration”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mae Ngai, “Immigration and Ethnic History”</td>
</tr>
<tr>
<td>Jan 15—M</td>
<td>NO CLASS—MLK</td>
<td>NO CLASS—MLK</td>
</tr>
<tr>
<td>Jan 17—W</td>
<td>Colonial America—Settlers, Servants, and Slaves</td>
<td>Roger Daniels, Coming to America excerpts 1, 30-66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very Short Introduction, Part 1 and Chapter 1, 15-24</td>
</tr>
<tr>
<td>Jan 22—M</td>
<td>Colonial America—Colonial Immigration Law</td>
<td>Roger Daniels, Coming to America excerpts 2, 3-29 and 101-120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1790 Naturalization Act</td>
</tr>
<tr>
<td>Jan 24—W</td>
<td>Economics and the Atlantic World—Push and Pull across the Atlantic</td>
<td>Very Short Introduction, Chapter 4, 73-85</td>
</tr>
<tr>
<td>Decide which final project you will do</td>
<td></td>
<td>Bernard Bailyn, Voyagers to the West excerpt, 189-203</td>
</tr>
<tr>
<td>Jan 29—M</td>
<td>Economics and the Atlantic World—Immigrant Laborers</td>
<td>David Roediger, The Wages of Whiteness excerpts, 19-64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource: Irish Immigrant Letters Home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hidetaka Hirota, “The Moment of Transition,” 1092-1108</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource: Immigration, Railroads, and the West</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to read a book</td>
</tr>
<tr>
<td>CLASS AND THINGS DUE</td>
<td>THEME</td>
<td>READINGS AND ACTIVITIES</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
                      |                                                           | Adam McKeown, “Conceptualizing Chinese Diasporas,” 306-337  
                      |                                                           | Resource: Harper’s Weekly Image Collection  
                      |                                                           | How to Read a Book Questions  
                      | Feb 7—W              | Nativism—Anti-Irish and Know-Nothings        | Hirota, Expelling the Poor, Introduction and Chapters 1-4  
                      |                                                           |                                                                 | Discussion  
                      | Feb 12—M             | Nativism—Deportation and Law                | Hirota, Expelling the Poor, Chapters 5-7 and Conclusion  
                      |                                                           |                                                                 | Discussion  
                      | Feb 14—W             | Federalization—Asian Exclusion to 1891      | Kornel Chang, “Enforcing Transnational White Solidarity,” 671-696  
                      |                                                           |                                                                 | Erika Lee, At America’s Gates excerpts, 77-110  
                      |                                    |                                                           | Asiatic Exclusion League  
                      | Feb 19—M             | NO CLASS—PRES                              | NO CLASS—PRES  
                      | Feb 21—W             | Federalization—Regulation vs. Restriction   | Roger Daniels, Guarding the Golden Door excerpts, 3-26  
                      |                                                           |                                                                 | Very Short Introduction, Chapter 2, 25-44  
                      |                                    |                                                           | 1891 Immigration Act  
                      | Feb 26—M             | Global Immigration—Into Ellis Island       | Ronald Bayor, Encountering Ellis Island excerpts, 39-121  
                      |                                                           |                                                                 | Ellis Island Photographs  
                      |                                    |                                                           | Interviews et al. from the NPS  
                      |                                                           |                                                                 | Immigrant Voices AIISF  
                      | Mar 5—M              | Restriction and Race—Ethnic Origins and the 1920s | Mac Ngai, Impossible Subjects, Introduction, Chapters 1-4  
                      |                                                           |                                                                 | Discussion  
                      | Mar 7—W              | Restriction and Race—1930s and 1940s        | Mac Ngai, Impossible Subjects, Chapters 5-7, Epilogue  
                      |                                                           |                                                                 | Discussion  
                      | Mar 12—M             | Check-in on final projects                 | Margot Canaday, The Straight State, Chapter 1, 19-54  
                      | Mar 14—W             | Mid-Term Exam                               | None  
                      | Mar 19-23            | NO CLASS—SPRING BREAK                      | NO CLASS—SPRING BREAK  
                      |                                                           |                                                                 | Werner Sollors, excerpts  
                      | Mar 28—W             | Prepare for Debate Activity                | Debate Activity  
                      |                                    |                                                           | Assimilation excerpts  

American Immigration History 4
<table>
<thead>
<tr>
<th>CLASS AND THINGS DUE</th>
<th>THEME</th>
<th>READINGS AND ACTIVITIES</th>
</tr>
</thead>
</table>
| Apr 2—M            | Religion—Protestant Majority vs. Pluralism | John Higham, *Strangers in the Land* excerpts  
Tomoko Masuzawa, *The Invention of World Religions*, 1-36  
Diana Eck, *A New Religious America*, 1-79  
David Bennet, *The Party of Fear* excerpts  
Resource: The Pluralism Project |
| Apr 4—W            | The End of Restriction—1965 Hart-Celler Act | *Very Short Introduction*, Chapter 3, 45-64  
Erika Lee, “The Contradictory Legacy of the 1965 Immigration Act”  
Maddalena Marinari, “Americans Must Show Justice,” 219-45  
1965 Immigration and Nationality Act |
| Apr 9—M            | The End of Restriction—The New Immigration | *Very Short Introduction*, Chapter 5, 86-100  
Violet Johnson, “What, Then, Is the African American?” 77-104  
Massey and Pren, “Unintended Consequences,” 1-29  
Erika Lee, “Making a New Asian America,” 283-313  
Resource: First Days Project  
All Things Considered |
| Apr 11—W           | Citizenship and Foreign Policy—Refugee Stories and History | Donald Kerwin, “The Faltering US Refugee Protection System”  
Maria García, “America Has Never Actually Welcomed…”  
David Haines, *Safe Haven* excerpt, 1-28 and 169-78  
Sarah Corbett, “The Lost Boys of Sudan”  
Catholic Bishops, “Strangers No Longer”’d  
Refugee excerpts  
Resource: Immigrant Stories |
| Apr 16—M Last day to turn in project draft | Modern Debates—Post 9/11 Immigration | *Debate Activity*  
Chishti and Bergeron, “Post-9/11 Policies”  
Nicholas De Genova, “The ‘War on Terror’,” 246-75  
Edward Alden, *Council on Foreign Relations*  
“Five Ways Immigration System Changed After 9/11”  
*Very Short Introduction*, Conclusion, 134-5 |
| Apr 18—W           | Presentations | None |
| Apr 23—M           | Presentations | None |
| Apr 25—W NO CLASS | NO CLASS—READING/PROJECT DAY | No reading or activity scheduled |
| May 2—W            | FINALS DUE BY 5 | FINALS DUE BY 5 |
RULES AND RESOURCES

Plagiarism

When writing, ANY and ALL direct quotes should be cited. You should also attribute paraphrases, and the use of themes or ideas articulated by another person. Do not plagiarize! Give credit where credit is due. Plagiarism is a serious offense which violates general standards of honesty (see http://regulations.utah.edu/academics/6-400.php for more information).

Borrowing or copying from a friend is not acceptable. Be original and demonstrate an ability to advance an argument in a lucid, and effective way. Any plagiarized assignment will receive an automatic “F” and will be subject to honor review.

Electronics Policy:

Cell phones and other electronic devices should be put away during class. Please do not test this, having a cell phone out during class is disrespectful, distracting, and unproductive. Laptops are permitted for note taking, not surfing the web.

Addressing Sexual Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status, as a person with disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, (801) 581-8365, or the Office of the Dean of Students, 270 Union Building, (801) 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB (801) 581-7776. To report to the police, contact the Department of Public Safety, (801) 585-2677(COPS).

Wellness:

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or (801) 581-7776.

Listed below are important web links of which you should be aware:

- Attendance: http://catalog.utah.edu/content.php?catoid=14&navoid=1599#Attendance_Policy
- Accommodation: http://disability.utah.edu/students/accomodations-services.php
- Academic Honesty and Student Code: http://regulations.utah.edu/academics/6-400.php
- Grades: http://catalog.utah.edu/content.php?catoid=5&navoid=351&hl=%22grading%22&returnto=search#Grading_Policies
- Student Handbook: http://registrar.utah.edu/handbook/
- ASUU Tutoring Center: http://tutoringcenter.utah.edu/
- University Writing Center: http://writingcenter.utah.edu/

Late Assignments:

Assignments should be turned in, or uploaded to our timeline, by the beginning of class on the day they are due. Unless special arrangements are made ahead of time, all late assignments will receive an automatic ten percent deduction. Each subsequent day that an assignment is late, it will receive an additional five percent deduction. Assignments more than one week late will receive a failing grade.