

History 454: US Immigration History & Policy

University of Illinois at Chicago (Fall 2019)
Monday, 3:00-5:30pm | Taft Hall 219

Instructor: Dr. Adam Goodman
Email: asig@uic.edu
Office: UH 1521
Office hours: Monday, 11:00am-1:00pm

Course Description

The United States is “a nation of immigrants,” or so the saying goes. But it is also “a nation by design” that has excluded and deported tens of millions of people throughout its history. Who has been allowed to enter the country and who has been allowed to stay? What role have race, economic concerns, politics, religion, and national origin, among other factors, played in shaping policy and determining who belongs? What kind of nation is the United States and what does it mean to be American? This course will explore these questions by examining immigration history and policy from the 1600 to today, with a focus on the last 140 years.

Course Goals & Learning Objectives

- * Students will be able to describe how immigration and immigration policy have shaped one another and the United States.
- * Students will be able to use history and historical inquiry to better understand and contextualize topics of contemporary relevance, including deportation, nativism and xenophobia, refugees and asylum, and undocumented immigration and immigrant rights. They will demonstrate this by writing and revising an op-ed related to the course’s themes.
- * Students will improve their reading, writing, revising, and critical thinking skills by engaging with primary sources, secondary texts, and popular articles/media related to the course’s themes.

Required Texts

- FitzGerald, David Scott. *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*. New York: Oxford University Press, 2019.
- Luiselli, Valeria. *Tell Me How It Ends: An Essay in Forty Questions*. Minneapolis: Coffee House Press, 2017.

The two books listed above are available at the UIC bookstore, other bookstores and online retailers, the Daley Library, and via I-Share.

All other readings will be posted to Blackboard and **students are expected to print out, read, and mark up hard copies, which they will bring to class each week.**

Course Requirements

Attendance/Participation (20%)

Students are expected to attend all classes, complete all assigned readings, and contribute to classroom discussion. As a small seminar, the course's success largely depends on whether or not you come prepared and ready to engage! Students must attend class to earn a passing grade; two or more unexcused absences may result in a failing grade for the course. **At the start of each class students will share two or three questions or important points that stood out to them in the assigned readings.** These questions should show clear engagement with the texts and reflect what you learned and what you'd like to discuss further. To help you formulate your thoughts and to keep your responses succinct, I recommend writing down the things you'd like to discuss before class. Your interests will help guide our discussions, in addition to helping you identify, trace, and keep a record the "big ideas" throughout the semester.

Archival "Dig" & Mini-Presentation (20%)

This project will require students to "get their hands dirty" in the records of the Immigration and Naturalization Service, 1880-1930, which the professor will make available online. Students will select a small number of related sources (subject to approval by the professor) and write a 750-1,000-word analysis of them. In addition to answering basic questions (What are they? Who created them? When? Where?) and critiquing the source (Why are they useful to us as historians? Are they biased? If so, how?), students should also use material covered in class and in the readings to (1) put the source in historical context, and (2) discuss what the source tells us about immigration history and policy. We will discuss the assignment in more detail in class on September 9. **Students will submit their analyses via Blackboard by 2:30pm on Monday, October 7, when they will also give short presentations on their source(s) and findings.**

Op-Ed (30%)

Today, fact-based writing about immigration history and policy is often lacking from public discourse and dialogue. As experts on the topic, students will write and revise a historically informed 750-to-900-word op-ed meant for publication in a newspaper. Students' op-eds will use material covered in the course and outside research and reading to shed light on an issue of contemporary relevance. Students will also provide peer feedback to one another. We will discuss the details of this assignment (i.e. how to write an op-ed) during class. Students should start thinking about possible topics of interest as soon as possible. You will need to decide on your topic by **October 14**, complete a first draft by **October 28**, provide feedback to your peers by **November 4** and revise and submit a final draft on **November 25**. Students will be evaluated on their rough draft (5%), the feedback they provide to their peers (10%), and their final draft (15%).

Final essay (30%)

In lieu of a final exam, students will write a cumulative essay requiring them to synthesize what we've covered throughout the semester. The essay prompt will be distributed during the last class. **Students must submit their essays via Blackboard by Monday, December 9 at noon.**

Extra credit (up to 2 points):

Students can earn up to two points on their final average by attending a conference on “The Refugee Crisis” at UIC on Thursday, October 24 and Friday, October 25. To receive credit, students must write up a one-page, single-spaced summary and analysis of the day’s panels. Each day/write-up is worth one point. Registration is free, but required. Register here: <https://huminst.uic.edu/event/conferences/>. (If you cannot make the conference, but know of other migration-related events on campus or in the city, please contact me to see whether they are eligible for extra credit.)

Note on Email, Technology & What to Bring to Class*

I’ll do my best to respond promptly to your messages, but please allow ***24-48 hours*** for me to get back to you. That means you should plan ahead and avoid sending last minute emails.

While technology enables learning in many cases, this will be a **computer-, cell-phone-, and tablet-free** course. We all learn better when we are focused, and it is just too tempting to have email, social media, and the internet at our fingertips. And if one person opens Snapchat, Instagram, Twitter, or Facebook, it inevitably distracts other people. Out of respect for yourselves, your classmates, and your professor, please turn off any electronic devices before class starts. It’s only for a few hours a week! If you have special accommodations that require the use of one of these technological devices, let me know. I will let you know ahead of time if we are going to work on something in class that requires the use of computers.

Everyone should come to class with a **notebook, pen or pencil, and the daily assigned reading(s)**. If the reading is from one of the required texts, please bring that book to class; if it is an article or primary source from Blackboard, **please print it out and bring it**. Get in the habit of marking up the readings with questions, reactions, and comments; that will facilitate your retention of the material as well as our class discussions.

*I reserve the right to change any of the above policies, depending on the needs of the class.

Course Schedule

Wk	Date	Topic	Reading/Assignment (due the date listed)
1	8/26	Introduction	
2	9/2	<i>No class – Labor Day</i>	<ul style="list-style-type: none">• Read for 9/9• Submit your family’s migrant story via BB
3	9/9	What kind of nation?	<ul style="list-style-type: none">• Ngai, pp. 358-75• Berlin, pp. 1-14, 37-48• Spickard, pp. 29-78
4	9/16	The First “Illegal” Immigrants? The Irish & American Nativism, 1830-1850s	<ul style="list-style-type: none">• Hirota, pp. 16-40, 100-128
5	9/23	Ellis Island, Angel Island, and the Era of Mass Migration, 1880-1924	<ul style="list-style-type: none">• Bayor, pp. 6-80

6	9/30	Documenting Immigrants: The Invention of the Passport	<ul style="list-style-type: none"> • Torpey, pp. 1-20, 93-121, 158-167
7	10/7	Closing the Gates & Creating "Illegal Aliens," 1921-1965	<ul style="list-style-type: none"> • Ngai, pp. 69-107 • Archival "dig" analysis & mini-presentation
8	10/14	WWII & The Cold War: Japanese Internment & McCarthyism	<ul style="list-style-type: none"> • Lee, pp. 211-51 • Schrecker, pp. 393-426 • Decide on topic for op-ed
9	10/21	The Remaking of Immigrant America after 1965 & the Rise of the New (Old?) Nativism	<ul style="list-style-type: none"> • MPI report • Lee online article • Gerstle, pp. 217-45
10	10/28	Mexican Migration & the Militarization of the Border	<ul style="list-style-type: none"> • Massey, Durand & Malone, pp. 24-51, 73-104 • Op-ed draft due
11	11/4	<i>Individual meetings re: your op-eds</i>	<ul style="list-style-type: none"> • Start reading FitzGerald, pp. 1-159, 253-65 • Op-ed peer feedback due
12	11/11	Refugees, Asylum, and Remote Control	<ul style="list-style-type: none"> • FitzGerald, pp. 1-159, 253-65
13	11/18	Deportation & Detention	<ul style="list-style-type: none"> • Walters, pp. 265-92 • Hester, pp. 141-51
14	11/25	Undocumented Immigrants & Immigrant Activism	<ul style="list-style-type: none"> • Vargas, NYT article • Márquez-Benitez & Pallares, pp. 13-22 • Op-ed final draft due
15	12/2	What kind of nation? (Redux)	<ul style="list-style-type: none"> • Luiselli, all

Additional UIC Policies

Academic Integrity

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of ensuring that these standards are upheld so that such an environment exists. All Ideas expressed in written assignments must be your own or acknowledged through a citation. Plagiarism will not be tolerated. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy: <http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>.

Religious Holidays

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure. <http://oae.uic.edu/docs/ReligiousHolidaysFY20152017.pdf>.

Disability Accommodation

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities on campus. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>. Please let the instructor know if you require any such accommodation.

Campus Resources

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from concerned advisor in the Undergraduate Success Center (USC) at usc@uic.edu.

The Writing Center, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at www.uic.edu/depts/engl/writing for more information.

The UIC Library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>.

Public Computer Labs are available throughout campus where you may write and/or print out your work. For a list of labs and the hours they're open, go to www.accc.uic.edu/pclabs. NOTE: Do not wait until the last minute to print out papers. Sometimes labs have long lines of students waiting for access.

The Academic Center for Excellence can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

Campus Advocacy Network: Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, contact Rebecca Gordon, EdD at TitleIX@uic.edu or (312) 996-5657.