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The Immigration and Ethnic History Newsletter

TEACHING HISTORY IN THE AGE OF TRUMP

By Eladio Bobadilla

Eladio Bobadilla, a doctoral candidate at Duke University, is the recipient of an IEHS George E. Pozzetta Dissertation Award and an OAH John Higham Research Fellowship for his work on the origins of the immigrant rights movement from the 1950s to the 1990s. His opinion pieces have been published in Perspectives, Common Dreams, the Raleigh News and Observer, and the Durham Herald Sun.



Next spring, I will have the privilege of teaching my own course at Duke University. Titled simply “U.S. Latinx Histories,” it will attempt to teach undergraduates about the history of Latinos in the United States, their diverse roots and experiences, and their roles as agents of change in our nation’s past.

While I am not, by any means, an experienced teacher, I have greatly enjoyed working with and mentoring undergraduates in the past, and I’ve always felt excited (and fortunate) to teach and interact with them. This time, however, as I prepare to teach, along with excitement has come a great deal of anxiety. And as I have worked to develop a syllabus and to find relevant secondary and primary materials to teach from, two questions have consistently nagged at me: what does it mean to teach immigration and ethnic history today? And how can we turn an age of uncertainty into an opportunity for teaching, learning, and understanding?

I certainly don’t have all the answers, but I have spent a lot of time considering the questions and devising a few key strategies for turning a troubling time into an opportunity, at least in my classroom, and hopefully beyond it. And if a course is necessarily an argument, as my trusted advisers

have taught me, I have several points to make:

First, I want to argue that every citizen of this country should be well acquainted with the history of immigration and ethnicity, not just college students and people of color. Since President Donald Trump was swept into the White House in November, at least in part by racial animosity, cultural resentment, and ethnic anxiety, immigration and ethnic history has become, for better or for worse, extremely relevant. There is no better time to interrogate our nation’s immigration and ethnic history or to learn about its lasting and continuing impact. As such, immigration and ethnic historians have an opportunity—and I would argue, a duty—to inform and educate students and the public about that history and to communicate its relevance for our contemporary social, political, and moral debates. Even as Americans debate what to do about “illegal” immigration and as nativist impulses move into the mainstream, few Americans know, for example, how our foreign policy has created the very immigration that concerns them, or appreciate that the first non-native language spoken in what is now the United States was Spanish, not English.

Recent events also help illustrate the second point I want to drive home for my students: that history is not linear, but rather, created and shaped by historical actors—living, breathing human beings who have constructed the past from above and from below. Historiographical trends have, at different points, emphasized each of these, but now, I think, it’s essential to reassert that both matter in equal measures. The Trump Administration’s efforts to ban people from majority-Muslim countries, for example, or the recent rescindment of the Obama-era Deferred Action for Childhood Arrivals (DACA) program, remind us that the state has always had profound and terrifying power to restrict, deport, and even designate human beings as “illegal” subjects. At the same time, resistance from young

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From the IEHS President



This is my last note for the IEHS newsletter as president of the society. I had the good fortune of working with creative, resourceful, and enthusiastic colleagues these past three years and, together, we accomplished a great deal. We planned and staged a successful 50th anniversary conference with the Immigration

History Research Center (IHRC) at the University of Minnesota. We expanded our presence at the AHA and OAH through panels and workshops. We redesigned our website, created a blog, participated in the #ImmigrationSyllabus project, and established a social media presence to communicate our work to a new generation. We laid the foundation for a variety of tools that soon will be available on our website—an oral history project and teaching modules—to share our work with a broader audience. We established a financial advisory committee to help us plan for the future, so we can fund our book, dissertation, and article prizes, and engage in creative programming, for many years to come. We are working with the IHRC Archives to expand our archival records to assist future researchers. As educators, we also spent a great deal of time clarifying history for journalists, policymakers, students, and other interested parties, especially during this past year, when immigration and refugee policy occupied such a prominent role in political debates. It has been an exciting three years.

After the April meeting, I will become an ex officio member of the IEHS board. The society is in very good hands, and I look forward to seeing what new directions we pursue as a team. We hope to see you at the OAH in Sacramento this coming April, where we will welcome Madeline Y. Hsu as the new IEHS president and recognize the accomplishments of many of our colleagues. Look out for more information on our sponsored panels, the Thursday “Dessert Before Dinner” reception, the Friday awards/recognition banquet in the upcoming months.

Thank you for your many suggestions during my tenure. Keep them coming! We need to hear from you.

María Cristina García

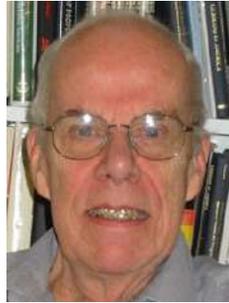
Suzanne Sinke Assumes Editorship of the *Journal of American Ethnic History*

The Immigration and Ethnic History Society is pleased to announce the appointment of Dr. Suzanne Sinke to the position of editor of the *Journal of American Ethnic History* beginning Sept. 1, 2017. Dr. Sinke is a highly regarded scholar of U.S. immigration and gender history who authored *Dutch Immigrant Women in the United States, 1880-1920* (Illinois, 2002) and co-edited three additional books, including *Letters Across Borders: The Epistolary Practices of International Migrants* (Palgrave Macmillan 2006). Her journal articles and essays have been published in the *International Migration Review*, *Gender Issues*, *OAH Magazine*, and the *Journal of American Ethnic History*. She is presently an associate professor of history at Florida State University, where she also serves as Associate Chair for Graduate Studies. Dr. Sinke received her PhD from the University of Minnesota and has been the recipient of two Fulbright fellowships. She served as the book review editor of the JAEH from 2002-2005. Sinke has held leadership positions in the IEHS and Social Science History Association, served as president of the Association for the Advancement of Dutch American Studies, and co-chaired the College Board's AP US History Curriculum Development and Assessment Committee. Dr. Sinke can be contacted at ssinke@fsu.edu.



The JAEH addresses various aspects of North American immigration history and American ethnic history, including background of emigration, ethnic and racial groups, Native Americans, race and ethnic relations, immigration policies, and the processes of incorporation, integration, and acculturation. Each issue contains articles, review essays, and single book reviews. The Journal also features occasional scholarly forums, “Research Comments,” and “Teaching and Outreach” essays.

**In Memoriam:
James Manning
Bergquist
(1934-2017)**



James Manning Bergquist (1934-2017), professor emeritus of history at Villanova University and longtime editor of the IEHS newsletter, died at his home in Devon, Penn., on August 1, 2017, and was interred at St. Monica Cemetery, in Berwyn, Penn., on August 5, 2017. He earned his undergraduate degree at the University of Notre Dame and his master's and doctoral degrees in history at Northwestern University. After a brief stint at Coe College, in Cedar Rapids, Iowa, Jim took a position at Villanova University in 1963, where he taught until his retirement in 2001. At Villanova, Jim developed and taught a variety of courses in the undergraduate and graduate history programs, specializing in immigration and ethnic history, nineteenth-century American history, social history, and historiography. He also was very active in university governance as a fierce advocate for academic freedom and faculty and institutional integrity and accountability.

Such interest also led Jim to become an activist historian. Although he never adopted the term, and even disliked its implication that historians might be something other than actively involved in improving the civic and institutional life of their communities and schools, he embodied the role. He was especially committed to the work of the American Association of University Professors (AAUP) and was elected president of Pennsylvania's AAUP division and to the AAUP national council. Jim brought his knowledge of how institutions ought to work into improving historical and cultural organizations as well. He served several terms on the board of directors of the Balch Institute for Ethnic Studies, in Philadelphia, where he provided essential academic counsel on matters of collections, programming, and community outreach. He likewise was active in helping the German Society of Pennsylvania with programming and improving its collections, worked with the Historical Society of Pennsylvania, especially in managing its assumption of the Balch Institute's collections, and was among the founders of the Ethnic Studies Association, a Philadelphia-area organization that for roughly twenty years brought together historians, sociologists, demographers, journalists, and others to discuss and propose poli-

cies on issues related to immigration and ethnicity. More directly in terms of civic engagement, he served for many years on his local school district's committee on diversity, among several commitments.

Jim's scholarly interests reflected his teaching ones. His principal work focused on German-American politics, publishing, and social life, but he also wrote on the immigrant/ethnic press, immigration and social history generally, and various topics about nineteenth-century America. His most important publication was *Daily Life in Immigrant America, 1820-1870* (Greenwood Press, 2008), a well-received book that was later published in a paperback edition under the title *Daily Life in Immigrant America, 1820-1870: How the First Great Wave of Immigrants Made Their Way in America* (Ivan R. Dee, 2009). He was a regular contributor to scholarly programs on immigration and ethnic history subjects. Most especially, he became deeply involved in the programming and publications of the Immigration and Ethnic History Association (née Immigration History Association). His major contribution there was editing the *Immigration and Ethnic History Newsletter* from 1995 to 2013. During his tenure as editor, he expanded the scope and interest of the newsletter, especially in commissioning historiographical surveys and noting current scholarship.

Jim's work revealed his personality as a man of discipline and uncommon integrity. An avid swimmer, who did a daily round of 36 laps in the Villanova University pool, he gained the respect of his colleagues, in the words of his former chair Don Kelley, "for his steadiness and tenacity." He grounded his scholarship in primary sources, many of which required time-consuming, even tedious reading in German script or in difficult-to-find publications, and his commentaries on papers were always insistent that argument must come from evidence. Jim eschewed the spotlight, instead working behind the scenes to build and to maintain. He was unselfish in his support for others' work and the work he did for his university, the AAUP, various historical and cultural organizations, and the IEHS. He leaves as his legacy those many in the professions who value persistent, dedicated commitment to principles and the necessity of building for the long-term so that others might be able to follow.

Jim is survived by his wife Joan Solon Bergquist, his sons John and Charles, three grandchildren, and a brother and a sister.

Randall M. Miller
Saint Joseph's University

New Publications Noted

Spotlight on a publication in a language other than English

Nekola, Martin. *České Chicago*. Prague: Nakladatelství Lidové Noviny, 2017.

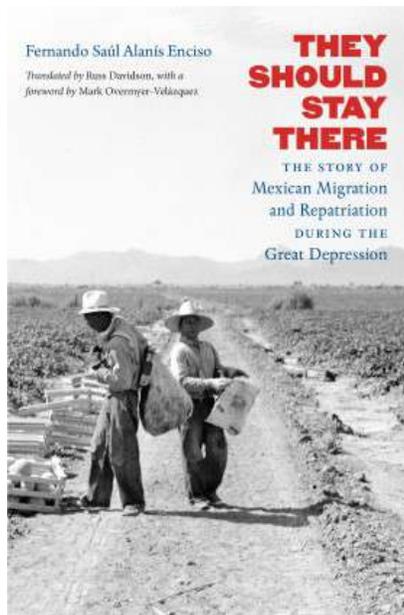


Nekola provides an overview of the history of the Czech community in the Windy City, which swelled from several thousand in the 1870s to more than 120,000 after World War I. Czech compatriots maintained a rich cultural and social life and close relations with the old homeland in the heart of Europe. The book also enumerates companies, periodicals, associations, and personalities from the famous past of Czech Chicago and presents the topic to a broader public.

Alanís Enciso, Fernando Saúl. *They Should Stay There: The Story of Mexican Migration and Repatriation during the Great Depression*. Translated by Russ Davidson. Chapel Hill: The University of North Carolina Press, 2017.

Armiero, Marco, and Richard P. Tucker, eds. *Environmental History of Modern Migrations*. London: Routledge, 2017.

Bassler, Gerhard P. *Escape Hatch: Newfoundland's Quest for German Industry and Immigration, 1950-1970*. St. John's: Flanker Press Limited, 2017.



Bayer, Ronald H. *Fiorello La Guardia: Ethnicity, Reform, and Urban Development*, 2nd ed. Wiley, 2017.

Bender, Steven W. *How the West Was Juan: Reimagining the U.S.-Mexico Border*. San Diego: San Diego State University Press, 2017.

Burke, Peter. *Exiles and Expatriates in the History of Knowledge, 1500-2000*. Waltham, Mass.: Brandeis University Press, 2017.

Casey, Matthew. *Empire's Guest Workers: Haitian Migrants in Cuba during the Age of US Occupation*. Cambridge: Cambridge University Press, 2017.

Chin, Rita. *The Crisis of Multiculturalism in Europe: A History*. Princeton: Princeton University Press, 2017.

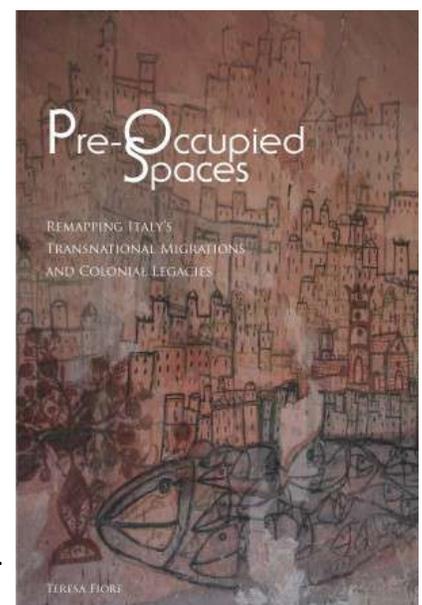
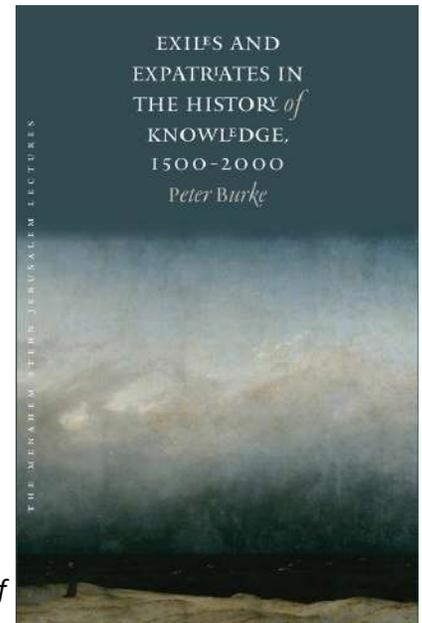
Cimbala, Paul A. and Randall M. Miller. *The Northern Home Front during the Civil War*. Santa Barbara, Calif.: Praeger, 2017.

Cleveland, Todd. *Following the Ball: The Migration of African Soccer Players across the Portuguese Colonial Empire, 1949-1975*. Athens: Ohio University Press, 2017.

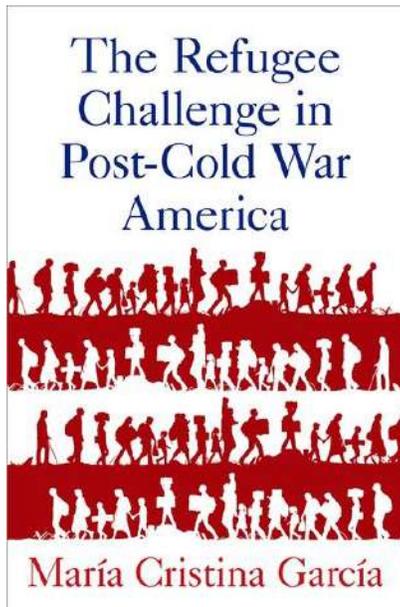
Esses, Victoria, and Donald E. Abelson, eds. *Twenty-First-Century Immigration to North America: Newcomers in Turbulent Times*. Montreal: McGill-Queen's University Press, 2017.

Fiore, Teresa. *Pre-Occupied Spaces: Remapping Italy's Transnational Migrations and Colonial Legacies*. New York: Fordham University Press, 2017.

Frank, Matthew. *Mak-*



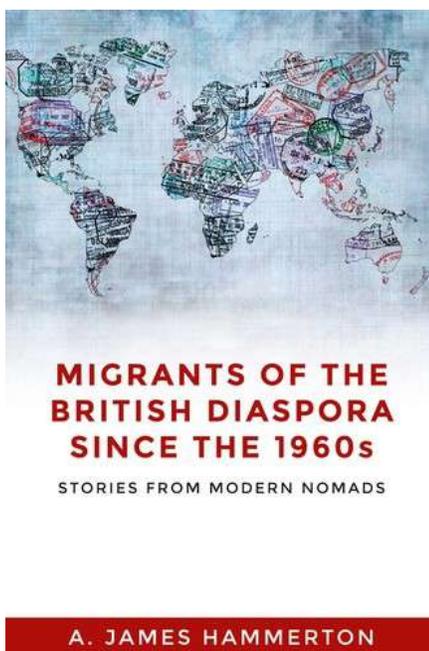
ing Minorities History: Population Transfer in Twentieth-Century Europe. Oxford: Oxford University Press, 2017.



Modern Nomads. Manchester: Manchester University Press, 2017.

Hyland, Steven. *More Argentine than You: Arabic-Speaking Immigrants in Argentina*. Albuquerque: University of New Mexico Press, 2017.

Koh, Sin Yee. *Race, Education, and Citizenship: Mobile Malaysians, British Colonial Legacies, and a Culture of Migration*. New York: Palgrave: Palgrave Macmillan, 2017.



García, María Cristina. *The Refugee Challenge in Post-Cold War America*. New York: Oxford University Press, 2017.

Hahner, Leslie Ann. *To Become an American: Immigrants and Americanization Campaigns of the Early Twentieth Century*. East Lansing: Michigan State University Press, 2017.

Hammerton, A. James. *Migrants of the British Diaspora since the 1960s: Stories from*

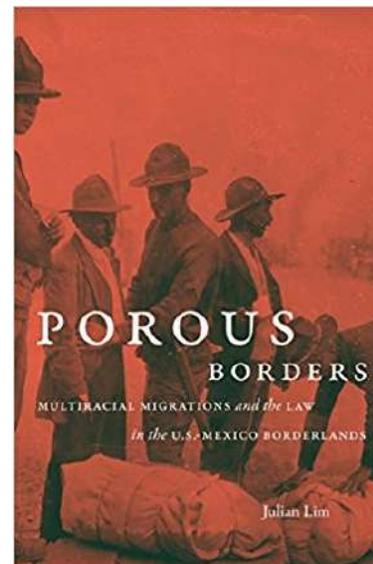
Kumar, Ashutosh. *Coolies of the Empire: Indentured Indians in the Sugar Colonies, 1830-1920*. Cambridge: Cambridge University Press, 2017.

Lim, Julian. *Porous Borders: Multiracial Migrations and the Law in the U.S.-Mexico Borderlands*. Chapel Hill: University of North Carolina Press, 2017.

Małek, Agnieszka, and Dorota Przaszłowicz, eds. *The United States Immigration Policy and Immigrants' Responses: Past and Present*. Frankfurt am Main: Peter Lang, 2017.

Patiño, Jimmy. *Raza Sí, Migra No: Chicano Movement Struggles for Immigrant Rights in San Diego*. Chapel Hill: University of North Carolina Press, 2017.

Polakow-Suransky, Sasha. *Go Back to Where You Came From: The Backlash against Immigration and the Fate of Democracy*. London: Hurst & Company, 2017.



Rodriguez, Robyn Magalit. *In Lady Liberty's Shadow: The Politics of Race and Immigration in New Jersey*. New Brunswick: Rutgers University Press, 2017.

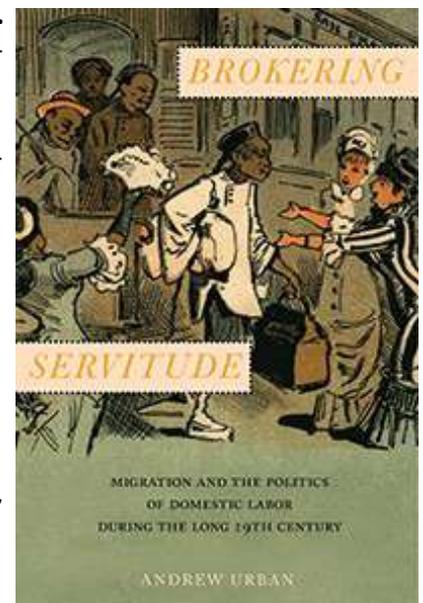
Roy, Anjali Gera. *Imperialism and Sikh Migration: The Komagata Maru Incident*. London: Routledge, 2017.

Urban, Andrew. *Brokering Servitude: Migration and the Politics of Domestic Labor during the Long Nineteenth Century*. New York: New York University Press, 2017.

Valerio-Jiménez, Omar S, Santiago R. Vaquera-Vásquez, and Claire F. Fox, eds. *The Latina/o Midwest Reader*. Urbana: University of Illinois Press, 2017.

Winslow, Rachel Rains. *The Best Possible Immigrants International Adoption and the American Family*. Philadelphia: University of Pennsylvania Press, 2017.

Zepeda-Millán, Chris. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. Cambridge: Cambridge University Press, 2017.



(TEACHING continued from page 1)

people, from people of color, and from marginalized people, along with allies, demonstrates individuals and their communities have always asserted their own dignity and humanity. Those struggles, from young people fighting deportation to a place they've never known, to women struggling to send their children to school to foreign-born U.S. military veterans who were discarded over the border after serving their country honorably, are not new. They have a history, and knowing it will only make our choices more informed, more responsible, and more humane.

I also want to argue to my students that their own interests and disciplinary backgrounds are useful and relevant to *our* discipline of history. As such, I hope to draw a diverse group of students, not only ethically, but in terms of their backgrounds, skills, and perspectives. Too often, historians work in isolation, when there is a sea of knowledge all around us to draw from. While immigration and ethnicity historians have produced valuable outstanding work that connects race and ethnicity to other historical fields, including the history of civil and human rights, women's history, and labor and working-class history, we have often failed to engage with other disciplines—from economics and sociology to geography and psychology—all of which could help us do better and more innovative (not to mention truly interdisciplinary) work. Perhaps we should take cues from those who consider interdisciplinarity key to their work. I think of, for example, Corey Robin's *The Reactionary Mind* or Avner Offer and Gabriel Söderberg's *The Nobel Factor*, which draw from and contribute to political psychology and economics respectively, to produce vibrant and illuminating histories, or look to Joseph Nevins' masterful *Operation Gatekeeper and Beyond*, which combines history and geography in profoundly revealing ways.¹

Finally, as I teach, I hope to inculcate in my students that history matters. Not just because, as business executives know and have recently shared, the humanities offer critical thinking skills and cultural knowledge that other fields can't offer, but because history helps make sense of our seemingly chaotic world. We know that past and present are not distinctly disjointed, but always intricately tied, that the past provides many examples of unintended consequences, and that historical actors, and not chance or fate, shaped our present circumstances. These are truisms to those of us in the discipline, but we have done a poor job of communicating these principles to our students and to the public.

Historians certainly do not have all the answers, but they

certainly have unique and useful tools. While some, like Stanley Fish, have argued that historians have "as much authority as, and perhaps less than, plumbers" to speak about the age of Trump,² historians do, in fact, have a particular and uniquely relevant set of skills, as Karen L. Cox has argued, noting that historians are particularly equipped to "pay attention to contemporary conversations that have historical parallels or require global context."³

And specially, we should remember that ethnic and immigration history has much to offer other historical fields, the broader humanities, and larger contemporary debates. Immigration history matters because it reveals who we are as a nation, what we imagine ourselves to be, and what our priorities and values are. We live in extraordinary times, scary times. Historians, particularly immigration and ethnicity historians, have a role to play in our current debates, by educating the public and our students, who are, pardon the cliché, our future leaders and our future policy makers—who are a generation that may understand their pasts better, and in doing so, create a brighter, kinder, more compassionate future.

Notes

1. Corey Robin, *The Reactionary Mind: Conservatism from Edmund Burke to Donald Trump*, 2nd ed. (New York: Oxford University Press, 2018); Avner Offer and Gabriel Söderberg, *The Nobel Factor: The Prize in Economics, Social Democracy, and the Market Turn* (Princeton: Princeton University Press, 2016); Joseph Nevins, *Operation Gatekeeper and Beyond: The War On "Illegals" and the Remaking of the U.S. - Mexico Boundary*, 2nd ed. (New York: Routledge, 2010).
2. Stanley Fish, "Professors, Stop Opining About Trump," *New York Times*, July 15, 2016, https://www.nytimes.com/2016/07/17/opinion/sunday/professors-stop-opining-about-trump.html?_r=0.
3. Karen Cox, "Historians Needs to Use their Power Now," *CNN*, September 4, 2017, <http://www.cnn.com/2017/09/04/opinions/liberal-arts-degrees-not-useless-opinion-cox/index.html>.

Announcements

Norwegian-American Historical Association is seeking an editor for its new journal. For a detailed job description, see the NAHA website: www.naha.stolaf.edu.

Not Even Past at the University of Texas at Austin has started a list of fictional feature films that focus "on people leaving home and moving between, arriving, or living in a different place or country, whether forced or voluntary or something in between." Online at <http://notevenpast.org/films-on-migration-exile-and-forced-displacement/>.

Join IEHS at the Organization for American Historians Annual Meeting, Sacramento, April 12-14, 2018

<http://www.oah.org/meetings-events/2018/>

Highlights

- Thursday, 6-8 p.m. Dessert before Dinner reception
- Friday evening IEHS banquet and awards ceremony (details to follow)
- Saturday, 11:30-12:15 IEHS-organized informal "chat" seminar: Teaching and Supporting International and Immigrant Students

Immigration and Ethnicity Sessions

Thursday, April 12

12:45-2:15 p.m.

- Race, Ethnicity, Recreation and Leisure in California History
 Constructions of Citizenship and Belonging in the Repatriation Era
 Crimmigration: Exploring the Nexus of Carceral and Immigration Studies
 Historians and the Politics of Ethnic Studies: Lessons from the Mexican American History Text Book Fight in Texas

Friday, April 13

8-9 a.m.

- Latina/o Religious Politics in the 1970s: Suffering, Hope, and Activism
 From Ancestry to History: Understanding Descendant Communities
 The Emotions of Migration
 Catholics and the Urban Crisis: Religion, Politics, and Race in Northern Cities
 10-11:30a.m.
 Why Puerto Rico Matters to Historians of the United States
 1-2:30 p.m.
 Recovering Chicana/o Movement Oral Histories
 Re-Forming Narratives of the "Other California": Race, Labor, and Civil Rights in California's Central Valley
 Transpacific Circulations of Japanese People and Foods
 Forms of History and Anthropology in the Study of Chicago's Ethnic Neighborhoods
 State of the Field: Chicana/o Movement History
 Double-Edged Ethnicity: Asian/Americans in the Twentieth Century

Saturday, April 14

8-9:30

- Doing Immigration History in the Present Political Climate
 Rethinking Migration Restriction: Sending State Activism in the Era of Mass Transatlantic Migration
 What Informs Asian American History Today?
 Working the Borderlands
 1-2:30 p.m.
 Bringing Latina History to the Public: The Juana Briones Exhibition and the California Historical Society
 Migrant Communities, Transnationalism, and History as Practice and Profession
 Transnational Hispanic Anarchists: The North American Experience
 Vicki L. Ruiz's Legacy: Empowering Mujeres in Research, Scholarship, and Community Across Generations for Four Decades
 Migration and Empire



Becoming American Documentary

The IEHS endorses *Becoming American: A Documentary Film and Discussion Series on Our Immigration Experience*, a six-week public program featuring documentary film screenings and scholar-led discussions designed to encourage an informed discussion of immigration issues against the backdrop of our immigration history.

If your organization or institution is interested in participating in the *Becoming American* project, please visit www.becoming-american.org for information on the application and selection process.

Additional Questions? Please contact becoming-american@citylore.org or [212-529-1955x13](tel:212-529-1955).



A DOCUMENTARY FILM
 AND DISCUSSION SERIES
 ON OUR
 IMMIGRATION EXPERIENCE

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New Publications? Awards? Conferences planned? Research projects? Let us know! Email newsletter@iehs.org or mail details to the newsletter’s return address.

Membership

1 All rates include membership in the Immigration and Ethnic History Society, the quarterly *Journal of American Ethnic History*, and the biannual *Immigration and Ethnic History Newsletter*.

2 **Individuals (1 Year):**

3 Print or online: \$45; Both: \$55

4 **Students (1 Year):**

7 Print or online: \$25; Both: \$35

Institutions (1 Year):

Print or online: \$257; Both: \$310

Non-U.S. postage (Canada/Mexico): + \$10

Other non-U.S. locations: + \$35

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