

HIS 252 / HIS 252(W): Immigration in the Americas  
Spring 2015

MW (10:25-11:40am)  
LCHAS, room 148

Professor Molly Ball  
mollycball@rochester.edu  
Office: Rush Rhees, 449, x67184  
Office Hours: M 3:30-5:30

Although the United States received the largest number of immigrants in the western hemisphere in the nineteenth and twentieth centuries, the relative impact of immigrants was just as important in other countries such as Argentina and Brazil. This course explores the complex events, trends and personal decisions that impacted migrants' decisions. The course will concentrate on transatlantic migration between 1860 and 1950. We will seek to understand these patterns as a function of three essential questions: why do people migrate; who migrates; and how do they choose where they migrate? The course will also highlight the different dimensions impacting the immigrant experience. The course incorporates a variety of materials including letters, memoirs, monographs and demographic studies. Students will be involved in a hands-on discovery of Rochester's own immigrant communities in comparison to other immigrant communities.

Course Rubric: \*

- 15% Participation            Coming to class prepared; active class participation; online assignments; attendance (class and archives)
- 55% Archive Project
  - 20% 2 formal field reports
  - 10% Final presentation
  - 25% Final paper (10-12 pages)
- 30% Comparative Paper
  - 10% Annotated bibliography & outline
  - 20% Paper (6-8 pages)

\*Students who are enrolled in 251W will also have to submit 3 book reviews and will be required to revise and resubmit the final paper.

**Required Texts:**

- Samuel L. Baily, *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City, 1870-1914*, Ithaca: Cornell UP, 1999.
- Charles Reis Felix, *Through a Portagee Gate*, UMass Dartmouth: Tagus Press, 2004.
- Thomas Holloway, *Immigrants on the Land: Coffee and Society in São Paulo, 1886-1930*, Chapel Hill: UNC Press, 1980.
- Walter Nugent, *Crossings: The Great Transatlantic Migrations, 1870-1914*, Bloomington: Indiana UP, 1992.
- Jane Ziegelman, *97 Orchard: An Edible History of Five Immigrant Families in One New York Tenement*, New York: Smithsonian Books, 2010.

**Course Schedule:**

Week 1

(W, Jan. 14) *Understanding Immigration*

Week 2

(W, Jan. 21) *European Emigration—German and Nordic*

Readings: *Crossings*, pp. 27-37, 41-72

Week 3

(M, Jan. 26) *European Emigration—the Latin experience*

Readings: *Crossings*, pp. 83-107; Baily, pp.1-46

(W, Jan.28) *Major immigrant destinations*

Readings: *Crossings*, pp. 111-135; Baily, pp. 69-90

Week 4

(M, Feb. 2) *Major immigrant destinations: understanding who went where*

Readings: *Crossings*, pp. 136-165

(W, Feb. 4) *Visit to the Central Public Library*

Week 5:

(M, Feb. 9) *Immigrant experience—expectation and voyage*

Readings: Baily, pp. 47-68

(W, Feb. 11) *Visit to the Rochester Museum of Science archive*

Readings: Baily, pp. 121-144

Week 6:

(M, Feb. 16) *Rush Rhees scavenger hunt*

Readings: Baily, pp. 145-171

- 1<sup>st</sup> field report due

(W, Feb. 18) *Birds of passage, inter-American migration*

Week 7:

(M, Feb. 23) *Immigrant life in the city – national identities*

Readings: Baily, pp. 172-216

(W, Feb. 25) *Working urban immigrants*

Readings: Baily, pp. 93-120

- Annotated bibliography & outline due for comparative paper

Week 8:

(M, Mar. 2) *Rural immigrant communities*

Readings: Holloway, *Immigrants*, chapters 1 & 2; Alan Green “International Migration and the Evolution of Prairie Labor Markets in Canada, 1900-1930” (pp. 156-74)

(W, Mar. 4) *Rural immigrant communities – Brazil*

Readings: Holloway, *Immigrants*, chapters 5 & 6

SPRING BREAK

Week 9:

(M, Mar.16) *Impact of WWI on immigration*

Readings: *97 Orchards*, pp. 1-45

(W, Mar. 18) *Impact of Migration Policies*

Readings: *Portagee Gate*, pp. 1-50

Week 10:

(M, Mar. 23) *Immigration Policies*

(W, Mar. 25) *Immigration experience: gender perspective*

Readings: *Portagee Gate*, pp. 50-125; *97 Orchards*, pp. 46-82

Week 11:

(M, Mar. 30) *Shifting gender roles*

Readings: *Portagee Gate*, pp. 126-189; *97 Orchards*, pp. 83-124

(W, Apr.1) *Immigrant Assimilation*

- Comparative paper due

Week 12:

(M, Apr. 6) *Immigrant Assimilation – return migration*

Readings: *Portagee Gate*, pp. 190-247

(W, Apr. 8) *Mini-presentations – Research proposal*

Week 13:

(M, Apr. 13) *1<sup>st</sup> generation experience*

Readings: *Portagee Gate*, pp. 248-307; *97 Orchards*, pp. 125-181

(W, Apr. 15) *Dual-citizens*

Readings: *Portagee Gate*, pp. 308-56

Week 14:

(M, Apr. 20) *Immigrant Legacy*

Readings: *97 Orchards*, pp. 182-227; *Portagee Gate*, pp. 357-392

(W, Apr. 22) *Immigrant Legacy*

Readings: *Portagee Gate*, pp. 393-425

Week 15:

(M, Apr. 27) *Final presentations*

- 2<sup>nd</sup> field report due

(W, Apr. 29) *Final presentations*

READING PERIOD

Final Exam (5/4-5/11)

- Final paper due during final exam time slot (Wednesday, May 6<sup>th</sup>, 12:30pm)