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:

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*
(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
  • 1st 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) 1st 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
• 2nd 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 6th, 12:30pm)