

HIST 252 / HIST 252(W) / HIST 453: Immigration in the Americas

Fall 2021

Tu/Th (10:25 -11:50am)

B&L 315

Office hours: Remote, Th 10-12, or by appt.

Zoom Office Hours: <https://rochester.zoom.us/j/5852767184>

Professor Molly Ball

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Introduction:

Although the United States received the largest number of immigrants in the western hemisphere in the 19th and 20th centuries, immigrants' relative impact was just as important in other countries such as Argentina and Brazil. This course explores the complex events, trends and personal decisions impacting migrants' decisions and lived experiences. Most of the course spans from 1860 to 1990 period, but many of the topics also cover more recent migrations. We will explore elements of transatlantic, transpacific and intra-American migration through four modules: Drivers of Migration; Identity and Transformation; Legislation and Reception; and Cultural Participation and Next Generations.

This approach allows us to seek to understand why people migrate, who migrates, and how they choose their destinations. The course also highlights historical patterns and discussions of acculturation, assimilation and adaptation and how immigrants and non-immigrants interacted with these ideas. Special consideration will emphasize gendered, racial, and generational dynamics, as well as their intersectionalities. The course incorporates a variety of materials including letters, memoirs, monographs and demographic studies and students will be involved in a hands-on and community-engaged discovery of Rochester's own immigrant past in comparison to other immigrant communities.

Learning Objectives:

- Understand the hemispheric dynamics of (im)migration.
- Find and engage local primary resources and connect said resources to broad themes and discussions of (im)migration.
- Become familiar with elements of public history and community engagement.
- Write an independent research paper based in primary sources.

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. (Nugent is available in open library)

<https://openlibrary.org/works/OL138019W/Crossings?edition=crossingsgreattr00nuge>

Jeffrey Lesser, *Negotiating National Identities: Immigrants, Minorities and the Struggle for Ethnicity*, Durham: Duke UP, 1999.

Walter Nugent, *Crossings: The Great Transatlantic Migrations, 1870-1914*, Bloomington: Indiana UP, 1992.

Julie Weise, *Corazón de Dixie: Mexicanos in the US South Since 1910*. UNC Press, 2015.

Jane Ziegelman, *97 Orchard: An Edible History of Five Immigrant Families in One New York Tenement*, New York: Smithsonian Books, 2010.

* Graduate students will be required to read and engage additional texts related to immigration. See the last page of the syllabus for additional attendance and reading requirements.

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Recommended Texts:

Green Card Youth Voices (2019)

Additional Available Resources:

Pula, James. *Defining Documents in American History: Immigration & Immigrant Communities (1650-2016)* (2017, Salem Press) *available online* (this can be a nice reference point but is NOT required).

COVID-19 safety and flexibility:

Safety first: We will follow the protocols of the school, county, and state, which will likely change throughout the semester. If you are not feeling well, please send me an email and do not attend class on that day. While this course will not be offered in a hybrid format, if you are unable to attend for an extended period due to quarantine or other extenuating circumstances, we will a combination of remote attendance and alternative assignments.

Flexibility: This course is designed to maximize flexibility in the event that you, me, or the university needs to revert to a remote format for a limited or extended period of time. Most of the activities and assignments can be completed in a remote format. Please make sure that you check blackboard each Sunday so that you are prepared for the upcoming week.

Course Rubric: *

- 25% Participation Coming to class prepared; active class participation (discussion questions); online assignments (journals, discussion boards); attendance (class and archives)
- 30% Community Engagement
 - 5% Collaboration on Rochester timelines
 - 15% Thoughtful and timely submission of “items” for “immigration” collection.
 - 10% Formal reflection and assessment of submissions connecting to weekly themes.
- 45% Research Project* This is a research project that engages with a historical debate or theme raised in assigned course readings and must be based in primary sources.
 - 15% Comparative Assignment (in-class assignment and reflection)
 - 15% Annotated Bibliography and Outline
 - 25% Final paper / presentation (8 - 10 pages)

*Students enrolled in 252W will submit final research papers that are 14-16 pages in length and will be required to deliver a draft on November 10th and a revised and final draft during exam week.

4-credit course:

Your participation in community engaged assignments and activities satisfies the College credit hour policy, which awards 4 credit hours for courses meeting for the equivalent of 3 hours each week. While each week will have different time commitments and this will vary by individual, you are expected to dedicate, on average, at least one hour a week to these community partnerships.

Community Engagement:

This is a community-engaged course. We will be partnering with the Rochester Public Library (RPL) Local History division to create public history digital content for patrons wanting to know more about immigration and migration in Rochester, New York. Each week a group of students will explore local libraries and archives to come up with a list of 8-10 documents and sources related to the readings' themes from that week. Many of these documents and items are already digitized. When it is your week to post items, your group should submit an appointment request form describing what you are looking for and what you have already found. This will allow the librarians to prepare for your visit.

These items will be posted to both the course padlet and the course wordpress on Sundays by 11:59pm. Your wordpress submission should include an image of or link to the item, a comment that includes a one sentence description, decade, and record type. Your padlet submission should also include this information and should include additional reasoning as to why you chose to include it in the collection for that week. As a class, we will create a timeline for Rochester (im)migrant history (using padlet). We will also explore how the existing Rochester timeline could be updated.

In week 2 we will be meeting with Michelle Finn from the Central Public Library and Blair Tinker from the Digital Humanities Center so that you can become familiar with the sites and learn the wordpress logistics.

You are also expected to attend and participate in the "Escuchando su voz" session on October 27th from 5:30-7pm. The panel will connect to local Puerto Rican communities to, providing a chance to listen to their needs and goals in conjunction with other area universities. This is part of the Sawyer seminar on Unbordering Migration and your likely role will be taking notes during the panel. This event will substitute our regularly-scheduled October 27th class. This session will either be in-person or remote depending on the current COVID-19 protocols and situation.

Final Paper / Presentation (due 4/28 for HIS252 and during finals week for HIS252W):[†]

Your ten to twelve-page final research paper (14 – 16 pages for HIS252W students) will use additional secondary sources and primary sources to analyze and critique the theoretical discussion of immigration explored in your comparative paper. This paper will be in Chicago-style and the title page will include a 150- to 200-word abstract. If you are taking this course to fulfill a Latin American Studies minor or geographic area, your final paper should reflect this focus. If you would like to research the city of Rochester, the University of Rochester has several collections and resources that speak to the city's rich history with immigration, as do other libraries and archives throughout the city. Throughout the semester, we will explore these collections and come to better understand the archival research process. Through this paper you will gain an appreciation of the city's history and will build a foundation in understanding how history can inform the complexities of emigration and immigration we encounter in the world today.

[†] Graduate student papers should be 18 – 22 pages in length and will be expected to contain a historiography section as well as original research.

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Writing Groups

Groups meet weekly and are led by a Writing Fellow. Each session is motivated by your writing projects and goals. Once you join a group, you are expected to meet with your group at the same time each week for the semester. (New groups form each semester.) You can learn more and enroll here:

<http://writing.rochester.edu/groups/undergrad.html>

Course Policies:

Class will begin on time. Unless otherwise instructed, while you are in class, please turn all cell phones to silent and refrain from texting, posting, etc. Your attention is integral to fostering an enjoyable learning atmosphere.

Cheating and plagiarizing will not be tolerated under any circumstances. If you have any questions as to the University of Rochester's policies on academic integrity, please see

<http://www.rochester.edu/college/honesty/students>

You will be allowed two absences over the course of the semester. Arriving for class more than 15 minutes late will be considered an absence. For each subsequent absence, you will lose 10% of your participation grade. If, for whatever reason, you miss more than two classes, you must provide written documentation (doctor's note, etc.) as an excuse. If you miss an archive day, you are responsible for setting up a time to meet with me where you will be given a make-up assignment.

I will read introductions, conclusions, thesis statements and review outlines for writing assignments if I receive them in a timely manner. However, I will not read entire drafts (unless you are taking this course for a W credit). Feel free to zoom into office hours or email to make a different appointment time. If you wish to dispute a grade, you must make a written appeal to me explaining why you believe you deserve a higher grade. This appeal may not reference another student's work.

The University of Rochester, this course and I are committed to inclusion and welcome students of all backgrounds and abilities. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the Office of Disability Resources. (disability@rochester.edu; (585) 276-5075; Taylor Hall)
- [Undocumented/DACA Student Support Contacts](#)
- [University of Rochester CARE Network](#)
- [University Health Center UCC \(University Counseling Center\)](#)
- [Center for Excellence in Teaching and Learning \(CETL\)](#)

Email Correspondence:

When you have a question about the course, try to include include HIS252 in the subject line. This will keep your email from getting lost in my inbox and will help me to answer you in a timely fashion. Although I am happy to clarify any confusion, please refrain from asking questions that are

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answered by the syllabus. Also, keep in mind that as a general rule, I do not check emails between Saturday night and Monday morning. Please try to account for this.

You are responsible for making sure that I am able to open and read assignments you turn in online, via email or on blackboard. Make sure there are no issues with corrupted files, saving in the wrong format, missing attachments, etc. These will not be valid excuses if something is turned in late.

****Over the course of the semester, any changes to the syllabus or schedule will be reflected in the blackboard modalities. YOU are responsible for noting these changes as the original syllabus will not be updated****

Weekly Structure:

Mondays, lecture days

Wednesdays, analysis and activity driven (please try to have readings completed by Wednesdays)

Saturdays, assignment due for CPL. Updated assignments posted for the following week.

Module Structure:

Module 1: Drivers of Migration (weeks 1-5)

Guiding Questions: What makes an immigrant/emigrant/migrant? Why do people leave? How do they choose where they will settle? Why do they stay? Why do they return?

Week 1 (Aug. 25): Emigration vs. Immigration; Refugee; Migration

Readings: Gabaccia "Time and Temporality in Migration Studies" chapter 1 in *Migration Theory: Talking Across Disciplines*, pp.37-66

Week 2 (Aug. 30, Sep. 1): Terms continued; European emigration

9/1/2021**Visit from Michelle Finn (CPL) & Blair Tinker (UR Digital Humanities)

Readings: Baily, 1-46; Nugent 41-107; Ziegelman, chap.2

Week 3 (Sep. 6, 8): Choosing a destination

Readings: Nugent, 111-67; Ziegelman, chap 1; Baily, pp. 47-90

Week 4 (Sep. 13, 15): Pacific emigration

Readings: Lesser, 1-79; (Rec: Hu-DeHart, Evelyn. "Racism and Anti-Chinese Persecution in Sonora,

Mexico, 1876-1932." AMERASIA 9:2 (1982), 1-28.; Chang-Rodrigues, Eugenio. "Chinese Labor Migration into Latin America in the 19th Century." *Revista de Historia de America* 46 (December, 1958), 375-397.)

Week 5 (Sep. 20, 22): Rochester experience

Readings: Baily 91-120; *Rochester History* v.25i.3; *Rochester History* v.52i.2

Module 2: Identity and Transformation
(weeks 6-9)

Guiding Questions: Are the processes and experiences gendered? Are they racialized? Do these processes look/feel/experienced differently for men and women? For people of different races and ethnicities? Are there coalitions between groups? Challenges between groups? Challenges within groups? Are there discernable patterns?

Week 6 (Sep 27, 29): Eugenics; Assimilation vs Acculturation vs Hyphenated Identity

Readings: Boas selection; Lesser 81-113; Weise, 1-50

Week 7 (Oct. 4, 6): Formal and Informal institutions

Readings: Baily 121-216

Week 8 (Oct. 11, 13): Post-war shifts in identity and intersectionality

Readings: Ziegelman, chapter 3; Lytle-Hernandéz, *Migra!*, “Operation Wetback and Beyond”

NO CLASS OCT. 11TH (FALL BREAK)

Week 9 (Oct. 18, 20): “America” in question; Puerto Rican and Mexican identity

Readings: Meléndez, chap 3; *Rochester History* v.70i.2; (Recommended) García-Colón, chap 4
Comparative Assignment due Friday, Oct. 22nd.

Module 3: Legislation & Reception during Crises
(weeks 10-12)

Guiding Questions: How do immigrant and migrant communities create and maintain identities in times of crises? How can crises strengthen or weaken those bonds?

Week 10 (Oct. 25, 27): Frontier closes (forced indigenous migration; timing in trends); War; Interwar; and Great Depression (internal migrations and Mexican migration; Olga)

Readings: Walker; Ziegelman, chap 4; Choose and listen to *Rochester Voices* interview

Great Migration w/Mexicans (lecture on)

****ALTERNATE CLASS ON OCT. 27TH. **COMMUNITY EVENT:**

“Escuchando su voz,” Rochester experience, 5:30-7pm

Week 11 (Nov. 1, 3): WWII: internment and *braceros*

Readings: Lesser, 115-174; Weise, chap 3

Week 12 (Nov. 8, 10): Cold War and 1980s economic crisis (IRCA; changes in migration)

Readings: Weise, chap. 4 & 5

Annotated Bibliography and/or outline due Friday, Nov. 12.

Module 4: Participation and Citizenship
(weeks 13-15)

Guiding Questions: How are patterns and traditions maintained within a community and passed down to future generations? How do those subsequent generations see themselves in relation to the diasporic community? To non-diasporic communities?

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Week 13 (Nov. 15, 17): Kitchen Culture

Readings: Ziegelman, chap 5

Week 14 (Nov. 22): Local experiences

****Check in with Blair on technicalities of “Topic.”**

Research Rough drafts submitted for writing section and graduate students by Nov. 24th.

NO CLASS NOV. 24TH: Thanksgiving Break

Week 15 (Nov. 29, Dec. 1): First Gen experience & Refugee experience

Readings: *Green Card Voices*

Week 16 (Dec. 6, 8): Presentations

12/6/21 – Group presentation to Michelle Finn

12/8/21 – Individual research presentations to class (abstract, keywords, time period)

Finals week

Fingal Rochester RPL project submitted

Final Research paper due

Additional Graduate Readings:

With *Corazón de Dixie*

- Hallett, Miranda Cady. "“Better than White Trash”: Work Ethic, Latinidad and Whiteness in Rural Arkansas." *Latino Studies* 10, no. 1-2 (2012): 81-106.
- Stoll, David. “Rednecks, Norteños...”

Alongside Bailey

- Abramitzky, Ran, Lean Boustan and Dylan Connor. “[Leaving the Enclave: Historical Evidence on Immigrant Mobility from the Industrial Removal Office](#),” NBER Working Paper 27372, June 2020. (about identity changes, using econometric methodology)

Migrations:

- Fontes, Paulo Roberto Ribeiro, Ned Sublette, Barbara Weinstein, and ProQuest (Firm). *Migration and the Making of Industrial São Paulo*. London;Durham;: Duke University Press, 2016.
- Chatelain, Marcia and ProQuest (Firm). *South Side Girls: Growing Up in the Great Migration*. Durham: Duke University Press, 2015.
- Boustan, Leah. *Competition in the Promised Land* (Great Migration)
- Ngai, Mae M. "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924." *The Journal of American History* 86, no. 1 (1999): 67-92. Accessed June 3, 2021. doi:10.2307/2567407.

Graduate students will also be expected to actively participate in the Sawyer Seminar throughout the fall semester and to submit formal reflections engaging relevant readings and scholarship after said events.