Spring 2023 Professor Molly Ball

T/Th 2 – 3:15pm, Frederick Douglass, 404 mollycball@rochester.ed

Office hours: T/Th 3:20 – 4:20, or by appt. Office: Rush Rhees, 449, x67184

I can via zoom during my office hours with prior scheduling: <https://rochester.zoom.us/j/5852767184>

**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 relate to 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 varied historical methodologies related to (im)migration.
* Become familiar with elements of public history and community engagement.
* Write an independent research paper based in primary sources.

**Required Texts:[[1]](#footnote-1)**

Samuel L. Baily, *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City, 1870-1914*, Ithaca: Cornell UP, 1999. <https://openlibrary.org/works/OL138019W/Crossings?edition=crossingsgreattr00nuge>

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

Ran Abramitsky and Leah Boustan. *Streets of Gold: America’s Untold Story of Immigrant Success*. New York: Public Affairs, 2022.

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.

The Kelly Family History Book Fund supports undergraduate students who need to but may find purchasing books cost prohibitive for their history courses; preference will be given to those majoring in history. Students may apply for these funds using this link: <https://forms.gle/c2WArDa5g696oKeU6>

**Additional Available Resources:** (these are nice reference point but are NOT required).

Pula, James. *Defining Documents in American History: Immigration & Immigrant Communities (1650-2016)* (2017, Salem Press) *available online*

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

**Illness Statement:**

There may be instances where illness might prevent you from coming to class. If you are clearly contagious or have tested positive for flu, COVID, or RSV, you should not come to class. You should also refrain from coming to class if you have a fever and should send me an email letting me know that you will be absent.

*Missed material/assignments due to illness:*

* If you miss a class activity, you are responsible for completing the assignments. You will, however, be allowed extra days depending on the severity of your illness.
* If you miss class notes, you should ask a classmate for the notes. Best practice is to review those notes and then attend office hours to clear up any additional questions or doubts.

**Course Rubric:**

|  |  |  |
| --- | --- | --- |
| 30% | Participation | Coming to class prepared; **active** class participation (discussion questions); online assignments (journals, discussion boards); attendance (class and archives) |
| 20% | Community Engagement |  |
|  | 5% | Status Report |
|  | 15% | Final submission (see Community Engagement section)  |
| 50% | 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. (3200 – 3600 words) |
|  | 15% | Comparative Paper & Preliminary Bibliography |
|  | 10% | Annotated Bibliography and Outline or Mind Map |
|  | 25% | Final paper / presentation  |
| \*Students enrolled in 252W and 453 will submit longer final research papers, 5000-5500 and 6000-7000 words, respectively. They will also be required to deliver a draft on April 15th and a revised and final draft during exam week. (Undergraduate students interested in submitting an article [*Rochester History*](https://roccitylibrary.org/digital-collections/rochester-history/) will be allowed to submit a final paper of up to 7000 words.) |

**4-credit course:**

Your participation in community engaged assignments and activities as a part of this class 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 with two distinct projects. By week three you will choose which project you would like to work on. We will have some in-class planning time, but much of this work will be done outside of class. You will submit a status report and should keep track of your individual contributions to the group effort.

Project One: Rochester Immigrant Timeline. We will be building on past partnerships with the Rochester Public Library (RPL) Local History division that created a timeline for Rochester (im)migration history. You will need to explore the timeline in conjunction with New York State fourth and eighth grade standards to demonstrate connectivity to standards and offer suggestions for revisions and/or additions. You will likely need to visit the Local History division of the Rochester Public Library. <https://rochester.padlet.org/mollyball/j33lhouiykxmfipd>

Project Two: Rochester has a rich history of immigrant organizations. (Samuel Baily might call these formal institutions, a term you will appreciate around week 6 in the semester.) For this project, you will work alongside your classmates to make a database of current immigrant organizations, businesses, services, and groups. Your database should be annotated and, when possible, should provide approximate locations. This is an example of how this type of information can be used <http://apps.btinker.digitalscholar.rochester.edu/ol-map/movie.webm>. The city directories from the early 20th century contain a version of this.

**Final Paper / Presentation (due 4/28 for HIS252 and during finals week for HIS252W):[[2]](#footnote-2)**

Your final research paper will use additional secondary sources and primary sources to analyze and critique the theoretical discussion of immigration explored in your comparative paper (due along with a preliminary final paper bibliography on Sunday, March 19th). This paper will be in Chicago-style and the title page will include a 150- to 200-word abstract, keywords, and temporal parameters.

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, in addition to the Central Public Library, the University of Rochester and other libraries and archives throughout the city have several collections and resources that speak to the city’s rich history with immigration. Throughout the semester, you will be introduced to 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 (im)migration we encounter in the world today.

If you choose to work on the Rochester area, [*Rochester History*](https://roccitylibrary.org/digital-collections/rochester-history/)publication (organized through the public library now published through RIT Press) accepts submissions on a rolling basis throughout the year.

***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. If you are enrolled in the writing section, I encourage you to take advantage of this opportunity. (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 one unexcused absence over the course of the semester. Arriving for class more than 15 minutes late will be considered an absence and will impact your participation grade. You are responsible for catching up on all missed material. (Ex: you missed Thursday’s class, but there is a discussion post due on Sunday that uses material from Thursday. Unless you have an extended illness, you are expected to submit the Sunday assignment **on time.**) See “Illness policy” for more clarity.

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). If you cannot make my regular office hours or need to connect via zoom instead of in person, email me for an alternate time or modality. 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](https://www.rochester.edu/college/bic/support-inclusion/international-students.html#ClassOffering)
* [University of Rochester CARE Network](https://www.rochester.edu/CARE/index.html)
* [University Health Center UCC (University Counseling Center)](http://www.rochester.edu/uhs/ucc/)
* [Center for Excellence in Teaching and Learning (CETL)](https://www.rochester.edu/college/cetl/)

**Email Correspondence:**

When you have a question about the course, try to 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 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 when sending emails over the weekend.

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.

**General Weekly Structure:**

*Tuesdays,* lecture days.

*Thursdays*, analysis and activity driven (please try to have readings completed by Thursdays).

Assignments for should be submitted by the start of class. Written submissions for papers and/or the community-engaged project should be submitted by 11:59pm EST on their assigned due date.

**\*\*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 unless there are substantial changes.\*\***

**Module 1: Weeks 1 – 5**

**Guiding Questions on drivers of migration:** What are the drivers of migration? 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 (Jan.12):** Terms of migration. Emigration vs. Immigration; Refugee; Migration

**Week 2 (Jan. 17, 19):** European emigration
*Readings:* Baily, 1-46; Abramitzky & Boustan, chap 1 & 2; Ziegelman, chap 2

*Recommended readings:* Gabaccia “Time and Temporality in Migration Studies” chap 1 in *Migration Theory: Talking Across Disciplines*, pp.37-66; Nugent, chap 1; Ziegleman, introduction

**Week 3 (Jan. 24, 26):** Choosing a destination
*Readings*: Ziegelman, chap 1; Baily, pp. 47-90; Abramitzky & Boustan, chap 3

Jan. 28 – Post to the Community-engaged journal the group you want to be a
part of and why you want to join that group.

**Week 4 (Jan. 31, Feb. 2):** Pacific emigration
*Readings*: Lesser, 1-79; Chang-Rodrigues, Eugenio. "Chinese Labor Migration into Latin America in the 19th Century." *Revista de Historia de America* 46 (December, l958), 375-397

*Recommended readings:* Hu-DeHart, Evelyn. "Racism and Anti-Chinese Persecution in Sonora, Mexico, 1876-1932." AMERASIA 9:2 (1982), 1-28.

Feb. 2 – Community Engaged fair at iZone, 3 – 4pm
(We will go as a class and I encourage you to stay longer.)

**Week 5 (Feb. 7, 9):** Rochester experience
*Readings*: Baily 91-120; *Rochester History* v.25i.3; *Rochester History* v.52i.2

**Module 2: Weeks 6 – 9**

**Guiding Questions related to Identity and Transformation:** 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 (Feb. 14, 16):** Eugenics; Assimilation vs Acculturation vs Hyphenated Identity
*Readings*: Boas selection; Lesser 81-113; Weise, 1-50

**Week 7 (Feb. 21, 23):** Formal and Informal institutions
*Readings*: Baily 121-216; Ball, chap 3 *Navigating Life and Work*

Feb. 26 – Submit two paper ideas via blackboard.

**Week 8 (Feb. 28, Mar. 2):** Shifts in identity and intersectionality

*Readings:* Ziegelman, chap 3 & 4; Abramitzky & Boustan, chap 3 – 6

*Recommended readings:* Lytle-Hernandéz, *Migra!*, “Operation Wetback and Beyond”

**Week 9 (Mar. 14, 16):** “America” in question; Puerto Rican and Mexican identity
There will be no class meetings this week. You will, however, be expected to complete required readings, and submit the following assignments. I suggest that you use our schedule class time to complete these assignments.

Tuesday (by 11:59pm EST): Library Scavenger Hunt

Thursday (by 11:59pm EST): post-war migration padlet

*Readings:* *Rochester History* v.70i.2; Weise, chap 3

*Recommended readings:* García-Colón, *Colonial Migrants at the Heart of the Empire,* chap 4

Mar. 19 – Comparative paper and preliminary bibliography due.

**Module 3: Weeks 10 – 12**

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

**Week 10 (Mar. 21, 23):** Frontier closes; War; Interwar; and Great Depression; internal migrations
*Readings:* Walker; Ziegelman, chap 4; Sánchez-Alonso, Blanca. “Making Sense of Immigration Policy: Argentina, 1870-1930.” *The Economic History Review* 66, no. 2 (2013): 601–27. http://www.jstor.org/stable/42921570.

Mar. 22 – Outside event opportunity, Arne Bialuschewski, Robbins Library
(indigenous people in relation to 17th C Caribbean piracy)

Mar. 26 – Group status report due on Community Engaged project

**Week 11 (Mar. 28, 30):** WWII: internment and *braceros*
*Readings:* Lesser, 115-174; Meléndez, *Sponsored Migration*, chap 3; Ziegelman, chap 5

**Week 12 (Apr. 4, 6):** Cold Warand 1980s economic crisis
*Readings*: Weise, chap 4; Abramitzky & Boustan, chap 7 & 8

Apr. 8 – Annotated Bibliography and outline/mind map due

**Module 4: Weeks 13-15**

**Guiding Questions on participation and citizenship:** 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?

**Week 13 (Apr. 11, 13):** The exurb phenomenon & oral history challenges
*Readings:* Weise, chap 6

Apr. 13 – Community-engaged group project submitted

Apr. 15 – Research rough drafts submitted for writing section and graduate students.

**Week 14 (Apr. 18, 20):** Local experiences

You have no assigned readings for this week, but I may ask you to review readings from earlier in the semester.

Apr. 20 – Submit 150- to 200-word abstract, keyword, and temporal parameters for
final research paper via blackboard.

**Week 15 (Apr. 25):** Final presentation

Presentations, location TBD

**Final’s week**

May 3 - Final, revised research paper due for writing section and graduate students.

**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 *Streets of Gold*:

* Abramitzky, Ran, Lean Boustan and Dylan Connor. “[Leaving the Enclave: Historical Evidence on Immigrant Mobility from the Industrial Removal Office](https://scholar.princeton.edu/sites/default/files/lboustan/files/w27372.pdf),” 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*. Durham, NC: Duke University Press, 2016.
* 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 attend additional meetings throughout the semester for a seminar-style discussion of course readings.

1. 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. [↑](#footnote-ref-1)
2. Graduate student papers should be 18 – 22 pages in length and will be expected to contain a historiography section as well as original research. [↑](#footnote-ref-2)