

SYLLABUS

IMMIGRATION IN THE USA, 26:510:586

Fall, 2016

Time: Tuesday 2:30 – 5:20 pm

Place: Conklin Hall 447

Instructor: Steven Diner

Office: Conklin Hall 420

Office Hours: Tuesday and Thursday, 11 am to 12pm, and by appointment

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INTRODUCTION

This course examines the history of immigration to cities and urban areas of the United States since the nineteenth century. We will consider the causes of immigration, the social, cultural and economic adaptation of various groups, return migration, the significance of race, the varied experience of different immigrant groups, the development of ethnic group identities, changing American policy and attitudes towards immigrants and ethnic groups, and the impact of immigration and ethnicity on American society and culture. Class will consist of weekly discussions of assigned books.

REQUIRED TEXTS

Vivek Bald, *Bengali Harlem and the Lost Histories of South Asian Americans*. Harvard University Press, 2013.

Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life*. 2 ed. Harper Collins, 2002.

Diner, Hasia R., *Hungering for America: Italian, Irish and Jewish Foodways in the Age of Migration*. Harvard University Press, 2003.

Lilia Fernandez, *Brown in the Windy City: Mexicans and Puerto Ricans in Postwar Chicago*. University of Chicago Press, 2012.

Leon Fink, *The Maya of Morgantown: Work and Community in the Nuevo New South*. University of North Carolina Press, 2003.

Cindy Hahamovitch, *No Man's Land: Jamaican Guestworkers in America and the Global History of Deportable Labor*. Princeton University Press, 2012.

Matthew Fry Jacobson, *Special Sorrows: The Diasporic Immigration of Irish, Polish and Jewish Immigrants in the United States*. Harvard University Press, 1995.

William Jenkins, *Between Raid and Rebellion: The Irish in Buffalo and Toronto, 1867-1916*. McGill-Queens University Press, 2013.

Erika Lee, *At America's Gates: Chinese Immigration During the Exclusion Era, 1882-1943*. University of North Carolina Press, 2003.

Huping Ling, *Chinese Chicago: Race, Transnational Migration and Community Service Since 1870*. Stanford University Press, 2012.

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press, 2004.

Peter G. Vellon, *A Great Conspiracy Against Our Race: Italian Immigrant Newspapers and the Construction of Whiteness in the Early Twentieth Century*. NYU Press, 2014.

Mark Wyman, *Round Trip to America: Immigrants Return to Europe, 1880-1930*. Cornell University Press, 1993.

Shirley Yee, *An Immigrant Neighborhood: Interethnic and Interracial Encounters in New York Before 1930*. Temple University Press, 2012.

ASSIGNMENTS AND GRADES

Class Discussion – 30%

Historiographic Essay – 30%

Final Essay – 40%

CLASS SCHEDULE

September 6

Reading: Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in the United States*.

September 13

Reading: Mark Wyman, *Round Trip to America: Immigrants Return to Europe, 1880-1930*.

Due: Proposed Topic for Historiographic Essay

September 20

Reading: William Jenkins, *Between Raid and Rebellion: The Irish in Buffalo and Toronto, 1867-1916*.

September 27

Reading: Erika Lee, *At America's Gates: Chinese Immigration During the Exclusion Era, 1882-1943*.

Due: List of books for Historiographic Essay

October 4

Reading: Huping Ling, *Chinese Chicago: Race, Transnational Migration and Community Since 1870*.

October 11

Readings: Peter Vellon, *A Great Conspiracy Against Our Race: Italian Immigrant Newspapers and the Construction of Whiteness in the Early Twentieth Century*.

October 18

Reading: Matthew Fry Jacobson, *Special Sorrows: The Diasporic Immigration of Irish, Polish and Jewish Immigrants in the United States*.

October 25

Reading: Hasia Diner, *Hungering for America: Irish, Italian and Jewish Foodways in the Age of Migration*.

October 30

Reading: Shirley Yee, *An Immigrant Neighborhood: Interethnic and Interracial Encounters in New York Before 1930*.

November 1

Reading: Lilia Fernandez, *Brown in the Windy City: Mexicans and Puerto Ricans in Postwar Chicago*.

November 8

Reading: Vivek Bald, *Bengali Harlem and the Lost Histories of South Asian Americans*.

November 15

Reading: Leon Fink, *The Maya of Morgantown: Work and Community in the Nuevo New South*.

November 22

Class does Not Meet

November 29

Reading: Cindy Hahamovitch, *No Man's Land: Jamaican Guestworkers in America and the Global History of Deportable Labor*.

Due: Historiographic Essay

December 6

Reading: *Mae Ngai, Impossible Subjects: Illegal Aliens and the Making of Modern America*.

December 13

No assigned readings.

Due: Final Essay

HISTORIOGRAPHIC ESSAY

Your historiographic essay should compare the ways different historians have written about some particular aspect of U.S. immigration history. Your essay could consider the literature on a specific immigrant group or on immigration to a particular city. Or you might select a thematic topic, looking at gender differences in the immigrant experience, the economic, educational, religious or communal experiences of various groups, immigrant engagement with American politics, or the transnational ties of different immigrant groups. You could also examine historical works on immigration policy or on the comparative experience of different groups, among other possibilities. You will need to discuss at least ten books in addition to any books assigned for the course that address your topic.

FINAL ESSAY

Toward the end of the semester, you will receive a broad question to address in your final paper. You will be asked to draw upon your extensive readings and discussions of U.S. immigration history in an integrated essay. There are no in-class examinations.

ACADEMIC INTEGRITY

The university's Academic Integrity Policy can be found at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf. When submitting your research paper and final essay, please attach the following statement with your signature: **On my honor, I have neither received nor given any unauthorized assistance on this assignment.**