SYLLABUS  (revised 8/20/14)

IMMIGRATION IN THE USA

26: 050:510:01 (American Studies) 26:510:553 (History)

Fall, 2014

Time: Thursdays, 2 – 4:40 pm

Place: Conklin Hall 447

Instructor: Steven Diner

Office: Conklin Hall 420

Office Hours: Tuesday and Thursday, 11 am to 12 pm, 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. It 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. Students will be required to write an essay on the historiography of a particular immigrant group, a specific time period, some aspect of the immigrant experience, the impact of immigration on a particular city or how immigration has shaped America’s economy, political system, social institutions or culture.

REQUIRED TEXTS


**ASSIGNMENTS AND GRADES**

Class Discussion – 30%

Historiographic Essay – 30%

Final Essay – 40%
CLASS SCHEDULE

September 4
Reading: Roger Daniels, Coming to America

September 11
Reading: Mark Wyman, Round Trip to America
Due: Proposed Topic for Historiographic Essay

September 18
Reading: James Barrett, The Irish Way

September 25
No Class

October 2
Reading: Tom Gugliemo, White on Arrival
Due: List of books for Historiographic Essay

October 9
Readings: Libby Garland, After They Closed the Gates

October 16
Reading: Matthew Fry Jacobson, Special Sorrows

October 23
Reading: Hasia Diner, Hungering for America: Italian, Irish and Jewish Foodways in the Age of Migration

October 30
Reading: Erika Lee, At America’s Gates: Chinese Immigration During the Exclusion Era

November 6
Reading: Eiichiro Azuma, Between Two Empires: Race, History and Transnationalism in Japanese America

November 13
Reading: Deborah Thomas, *No Man’s Land: Jamaican Guestworkers in America and the Global History of Deportable Labor.*

**November 20**

Reading: Vicki Ruiz, *From Out of the Shadows: Mexican Women in Twentieth Century America*

**November 25 (Tuesday)**

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

Due: Historiographic Essay

**December 4**

Reading: Leon Fink, *The Maya of Morgantown*

**December 11**

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

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 essay. You will be asked to draw upon your extensive readings and discussions of U.S. immigration history in an integrated essay. There will be 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.**