HIST 6302-001
COLLOQUIUM ON MIGRATION AND SETTLEMENT IN THE AMERICAS
Spring 2015

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Office Hours: Thurs., 3:00pm-6:00pm

Time and Place of Class Meetings: Tues. 7:00pm-9:50pm, University Hall 14

Course Description: This colloquium is an introduction to the study and historiography of migrations to (and from) the Americas, with a focus on transatlantic migrations. Covering a broad span of time, regions, migrant groups, and approaches, readings will focus on key works and innovative case studies. Students will engage with this scholarship in order to explore the various theories, models, debates, and methodologies within migration history and related fields.

Student Learning Outcomes: After successfully completing this course, students will be able to:
1. describe and evaluate the history and historiography of migration to the Americas
2. describe and evaluate the central theoretical and historiographical issues in this field
3. produce and exchange critical appraisals of course readings, both in writing and in classroom discussions

Required Readings: The following books are required. One copy of each is also on reserve in Central Library, where they can be checked out for three hours at a time, except for those marked with an asterisk, which are available as ebooks through the library website:

Bernard Bailyn, *The Peopling of British North America: An Introduction*
Alexander X. Byrd, *Captives and Voyagers: Black Migrants across the Eighteenth-Century British Atlantic World*
Hasia R. Diner, *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration*
Jennifer Guglielmo, *Living the Revolution: Italian Women's Resistance and Radicalism in New York City, 1880-1945*
Christiane Harzig, Dirk Hoerder, and Donna R. Gabaccia, *What is Migration History?*
Matthew Frye Jacobson, *Special Sorrows: The Diasporic Imagination of Irish, Polish, and Jewish Immigrants in the United States*
*Akram Fouad Khater, *Inventing Home: Emigration, Gender, and the Middle Class in Lebanon, 1870-1920*
*Jose Moya, *Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850-1930*
Mai M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*
Philip Otterness, *Becoming German: The 1709 Palatine Migration to New York*
David R. Roediger, *Working Toward Whiteness: How America's Immigrants Became White*
George J. Sanchez, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*
James H. Sweet, *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770*
Mark Wyman, *Round-Trip to America: The Immigrants Return to Europe, 1880-1930*

Additional assigned articles and book sections are available online through the library website or, if noted, the course BlackBoard page.

Descriptions of Major Assignments:

In-Class Author Presentation

Each student will sign up to present on one week's book and author. This requires researching the author's biography, previous and subsequent works, and reviews of their work (if available), and delivering an oral presentation to the class. PowerPoint or Prezi presentations are strongly encouraged.

Book Reviews

Over the course of the term each student will write journal-ready reviews of seven of the assigned books of their choice. These reviews must:

- Include both a summary of the book and a critical evaluation of its contribution to migration history and other relevant fields
- Be no longer than 1,000 words and formatted as follows:

Book information at the top of the review:
Author's or editor's first and last name in the first line; title and subtitle separated by a period in italics in the second line; and in the third line: place of publication with state in parenthesis when needed, followed by the press name, the year of publication, the number of pages, and the cost in local currency, all separated by a comma (see example below):
Mark Choate
Emigrant Nation. The Making of Italy Abroad
Cambridge (MA), Harvard University Press, 2008, 340 pp., $45.

Formatting within the review:
Within the text of the review, citations to specific pages within the book (for quotations, etc.) should use this format: (p. 43) and (pp. 43-46). Although references to quotes from other books should be used sparingly, these too should be done as parenthetical citations, i.e. "…compared to E. P. Thompson's *The Making of the English Working Class* (New York: Penguin Books, 1991)…" or "…as E. P. Thompson noted, 'class is a relationship, not a thing' (*The Making of the English Working Class* [New York: Penguin Books, 1991]: 11)."

Reviewer's information at the bottom of the review:
First name, last name, and university of affiliation in parenthesis, all in italics, as follows:
Maria Rossi (Duke University)

Final Historiographical Paper
At the end of the semester students will turn in a historiographical essay of at least ten pages. Using the readings from the course (and, if desired, additional outside readings), this paper will review the evolution and "state of the field" of scholarship on a chosen general topic or theme within the field of migration history.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. Due to the importance of classroom discussion to this course, as the instructor I expect regular attendance, which will be factored into your participation grade.

Grading:
Attendance and Participation: 40%
In-Class Author Presentation: 5%
Seven Book Reviews: 35%
Historiographical Paper: 20%

Late Assignments: Unless you have a documented excused absence (a medical or family emergency or a conflicting university commitment), assignments will be docked 10% for each calendar day they are turned in past the due date.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. **If you plagiarize material in your assignments, you will automatically receive an F for this course and will be reported to the Office of Student Conduct.**

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Kenyon Zimmer

I) Introduction to Im/migration History

Jan. 20: Key Concepts and Debates

- "Approaches to American Immigration and Ethnic History," in *Major Problems in American Immigration and Ethnic History*, ed. Jon Gjerde (1998), 1-29 (available on course BlackBoard page)
- Donna R. Gabaccia, "Do We Still Need Immigration History?" *Polish American Studies* 55, no. 1 (Spring 1998): 45-68 (available on course BlackBoard page)
- Harzig, Hoerder, and Gabaccia, *What is Migration History?*, chaps. 1 and 3

II) The Colonial Era: Settlers, Exiles, and Slaves

Jan. 27: Rethinking British North America

- Bailyn, *The Peopling of British North America*
- "Strangers in the Realm: Migrants to British Colonial America," in *Major Problems in American Immigration and Ethnic History*, ed. Jon Gjerde (1998), 44-68 (available on course BlackBoard page)
- Aaron S. Fogleman, "From Slaves, Convicts, and Servants to Free Passengers: The Transformation of Immigration in the Era of the American Revolution," *Journal of American History* 85, no. 1 (June 1998): 43-76

Feb. 3: Colonists and Exiles

- Otterness, *Becoming German*
- Maya Jasanoff, "Revolutionary Exiles: The American Loyalist and French Émigré Diasporas," in *The Age of Revolutions in Global Context, c. 1760-1840*, ed. David Armitage and Sanjay Subrahmanyam (2010), 37-58 (available on course BlackBoard page)
    - **First book review due**

Feb. 10: Africa in the Americas

- Browse through Melville J. Herskovits, *The Myth of the Negro Past* (1941) (available online at https://archive.org/details/mythofthenegropa033515mbp)
- Sweet, *Recreating Africa*

Feb. 17: The Black Atlantic and Identity Formation

- Byrd, *Captives and Voyagers*
- James Sidbury and Jorge Cañizares-Esguerra, "Mapping Ethnogenesis in the Early Modern Atlantic," *William and Mary Quarterly* 68, no. 2 (April 2011): 181-208
    - **Second book review due**

III) The Age of Mass Transatlantic Migrations

Feb. 24: Putting Emigration in Perspective

- Harzig, Hoerder, and Gabaccia, *What is Migration History?*, chaps. 2 and 4
- Aristide R. Zolberg, "The Exit Revolution," in *Citizenship and Those Who Leave: The Politics of Emigration and Expatriation*, ed. Nancy L. Green and François Weil (2007), 33-60 (available on course BlackBoard page)
- Max Paul Friedman, "Beyond 'Voting with Their Feet': Toward a Conceptual History of 'America' in European Migrant Sending Communities, 1860s to 1914," *Journal of Social History* 40, no. 3 (Spring 2007): 557-575
- Charles Tilly, "Transplanted Networks," in *Immigration Reconsidered: History, Sociology, and Politics*, ed. Virginia Yans-McLaughlin (1990), 79-95 (available on course BlackBoard page)
- Linda Reeder, "When the Men Left Sutera: Sicilian Women and Mass Migration, 1880-1920," in *Women, Gender, and Transnational Lives: Italian Workers of the World*, ed. Donna R. Gabaccia and Franca Iacovetta (2002), 45-75 (available on course BlackBoard page)

March 3: Comparative History, Part I: Food and Identity

- Diner, *Hungering for America*
    - **Third book review due**

March 10: Spring Break, no class

March 17: Social History/Systems Approach

- Moya, *Cousins and Strangers*

March 24: Comparative History, Part II: Diasporas

- Jacobson, *Special Sorrows*
- Introduction to Donna Gabaccia, *Italy's Many Diasporas* (2000) (available on course BlackBoard page)
    - **Fourth book review due**

March 31: Return Migration, Part I: Europe

- Wyman, *Round-Trip to America*

April 7: Return Migration, Part II: The Middle East

- Kahter, *Inventing Home*
    - **Fifth book review due**

April 14: Whiteness and the "Many Races of Europe"

- Roediger, *Working Toward Whiteness*
- Libby Garland, "Not-Quite-Closed Gates: Jewish Alien Smuggling in the Post-Quota Years," *American Jewish History* 94, no. 3 (September 2008): 197-224

April 21: Race, Gender, Radicalism, and (Anti-)Citizenship

- Guglielmo, *Living the Revolution*
- Kenyon Zimmer, "Positively Stateless: Marcus Graham, the Ferrero-Sallitto Case, and Anarchist Challenges to Race and Deportation," in *The Rising Tide of Color: Race, State Violence, and Radical Movements across the Pacific*, ed. Moon-Ho Jung (2014), 128-158 (available on course BlackBoard page)
    - **Sixth book review due**

Part IV) New Migration Systems of the Twentieth and Twenty-First Centuries

April 28: Latin American Migration

- Sanchez, *Becoming Mexican American*
- Harzig, Hoerder, and Gabaccia, *What is Migration History?*, chap. 5

May 5: Illegality and Citizenship

- Ngai, *Impossible Subjects*
- Harzig, Hoerder, and Gabaccia, *What is Migration History?*, chap. 6
    - **Historiography Paper due**