

HIST 5361
Migration History
Fall 2018



Instructor: Kenyon Zimmer

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

Time and Place of Class Meetings: Tues. 7:00pm-9:50pm, University Hall 13

Description of Course Content: This colloquium is an introduction to the study and historiography of migrations to (and from) the Americas, from 1800 to the present. Covering a broad span of time, regions, migrant groups, and approaches, readings will focus on influential 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
4. productively apply what they have learned to primary sources related to migration history

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Required Textbooks and Other Course Materials: The following books are required. It is recommended that you purchase copies, but 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](#). Additional assigned articles and book chapters are available online at the course [BlackBoard](#) page.

- Oscar Handlin, *The Uprooted*
- John Bodnar, *The Transplanted: A History of Immigrants in Urban America*
- George J. Sanchez, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945**
- Hasia R. Diner, *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration*
- David R. Roediger, *Working Toward Whiteness: How America's Immigrants Became White*
- Mark Wyman, *Round-Trip to America: The Immigrants Return to Europe, 1880-1930*
- Dirk Hoerder and Leslie Page Moch, eds., *European Migrants: Global and Local Perspectives*
- Jose Moya, *Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850-1930**
- Donna Gabaccia, *Italy's Many Diasporas*
- James N. Gregory, *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America*
- Christiane Harzig, Dirk Hoerder, and Donna R. Gabaccia, *What is Migration History?*
- Erika Lee, *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943*
- Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America**
- Libby Garland, *After They Closed the Gates: Jewish Illegal Immigration to the United States, 1921-1965**

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 and CV, and surveying the reviews and critical reception of the book, then delivering a 5-10 minute 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 five of the assigned books. These reviews must:

- Include a brief summary of the book and its main arguments, and a critical evaluation of its contribution to migration history and other relevant fields.
- Be correctly formatted according to journal standards.
- Be no longer than 900 words.

Book reviews that receive a grade lower than 10/10 may be revised and resubmitted for partial additional credit, no later than one week after receiving comments on the draft submission.

Primary Source Paper

At the end of the semester students will turn in an 8-10 page paper that applies the theories, methods, and historiography that they have learned in this course to a selection of primary documents from the online ProQuest database "Immigration: Records of the INS, 1880-1930," available through the [Library website](#).

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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: Your final grade for the course will be calculated according to the following rubric:

Attendance and Participation: 40%

In-Class Author Presentation: 5%

Five Book Reviews: 35%

Primary Source 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://www.uta.edu/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** <http://www.uta.edu/disability/> or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>. 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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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)

Part I: Early Approaches to the Study of Migration

August 28

Please complete the readings below before the first day of class. It is strongly recommended that you complete each week's readings in the order in which they are listed.

- E. G. Ravenstein, "The Laws of Migration," *Journal of the Statistical Society of London* 48, no. 2 (1885): 167-235 (available on [BlackBoard](#))
- Robert E. Park, "Human Migration and the Marginal Man," *American Journal of Sociology* 33, no. 6 (1928): 881-893 (available on [BlackBoard](#))
- Milton M. Gordon, "Assimilation in America: Theory and Reality," *Daedalus* 90, no. 2, (1961): 263-285 (available on [BlackBoard](#))
- Donna R. Gabaccia, "The Minnesota School and Immigration History at Midwestern Land Grant Universities, 1890–2005," *Journal of Migration History* 1, no. 2 (2015): 171-199 (available on [BlackBoard](#))

September 4

- Oscar Handlin, *The Uprooted*
- Rudolf J. Vecoli, "Contadini in Chicago: A Critique of *The Uprooted*," *Journal of American History* 51, no. 3 (1964): 404-417 (available on [BlackBoard](#))

September 11

Book review of Bodnar due in class

- John S. MacDonald and Leatrice D. MacDonald, "Chain Migration: Ethnic Neighborhood Formation and Social Networks," *Milbank Memorial Fund Quarterly* 42, no. 1 (1964): 82-97 (available on [BlackBoard](#))
- John Bodnar, *The Transplanted: A History of Immigrants in Urban America*

Part II: The Invention of Ethnicity

Second book review, on one of the books in this section, due in class the day that book is discussed.

September 18

- Kathleen Neils Conzen, David A. Gerber, Ewa Morawska, George E. Pozzetta, and Rudolph J. Vecoli, "The Invention of Ethnicity: A Perspective from the U.S.A.," *Journal of American Ethnic History* 12, no. 1 (1992): 3-41 (available on [BlackBoard](#))
- George J. Sanchez, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*

September 25

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

October 2

- David R. Roediger, *Working Toward Whiteness: How America's Immigrants Became White*

Part III: From American Immigration to Atlantic Migrations

Third book review, on one of the books in this section, due in class the day that book is discussed.

October 9

- Charles Tilly, "Transplanted Networks," in *Immigration Reconsidered: History, Sociology, and Politics*, ed. Virginia Yans-McLaughlin (1990), 79-95 (available on [BlackBoard](#))
- Mark Wyman, *Round-Trip to America: The Immigrants Return to Europe, 1880-1930*

October 16

- Dirk Hoerder and Leslie Page Moch, eds., *European Migrants: Global and Local Perspectives*

October 23

- Jose Moya, *Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850-1930*

Part IV: Diasporic and Global Approaches

Fourth book review, on one of the books in this section, due in class the day that book is discussed.

October 30

- Donna Gabaccia, *Italy's Many Diasporas*
- 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 [BlackBoard](#))

November 6

- James N. Gregory, *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America*

November 13

- Christiane Harzig, Dirk Hoerder, and Donna R. Gabaccia, *What is Migration History?*

Part V: Historicizing Exclusion and Illegality

Fifth book review, on one of the books in this section, due in class the day that book is discussed.

November 20

- Erika Lee, *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943*
- Douglas C. Baynton, "Defectives in the Land: Disability and American Immigration Policy, 1882-1924," *Journal of American Ethnic History* 24, no. 3 (2005): 31-44 (available on [BlackBoard](#))

November 27

- Mai M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*

December 4

- Libby Garland, *After They Closed the Gates: Jewish Illegal Immigration to the United States, 1921-1965*
- Kenyon Zimmer, "The Voyage of the *Buford*: Political Deportations and the Making and Unmaking of America's First Red Scare," in *Deportation in the Americas: Histories of Exclusion and Resistance*, ed. Kenyon Zimmer and Cristina Salinas (2018), 132-63 (available on [BlackBoard](#))

Part VI: Application and Decompression

December 11 (Finals Week)

Primary Source Paper due

Class will meet at 7:00pm at Old School Pizza and Suds, 603 West Abram St., Arlington