I. Required Text:

II. Description
In this seminar students investigate the role of immigration and migration in shaping the New York City’s identity, past, present, and future. Seminar topics include: the factors that have driven and drawn people to New York since the seventeenth century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with and within the city; the formation and social organization of immigrant communities in such neighborhoods as the Lower East Side, Harlem, Little Italy, Chinatown, Astoria, Flushing, and Flatbush; the impact of successive waves of newcomers on urban culture and politics; and the continuing debates over assimilation and Americanization. *Extensive reading and writing assignments* are enriched by visits to the Ellis Island and other important sites. The
culminating project of this seminar is the collaborative construction of a website that deals with immigrant communities.

III. Objectives, or What You Should Be Able To Do by the End of the Course

By the end of this seminar, students will be able to:

1. Demonstrate an understanding of history of some of the different population groups within New York City by reading and writing about the literature of immigration and migration to New York City.

2. Use qualitative, quantitative, and experiential approaches to studying people in order to come to an understanding of the diversity of people’s experience in and of the city and developing a web-based presentation based on that research.

3. Increase their understanding of past and present issues of migration, immigration, race, and ethnicity by analyzing current and historical primary and secondary sources and by engaging in in-class discussions of those issues.

IV. What Is Expected of You?

- You are expected to know this syllabus and understand what it says. If you are unclear about anything that appears in this document, please ask me.
- You are expected to take notes in class, which will be of assistance as you prepare to write your paper and study for exams.
- Take notes on your readings. When taking notes on the assigned readings, remember to try to take down only the most important elements of what you read. Learn to take notes in an outline format. When reading primary documents, summarize what you are reading in your own words. These notes will be useful when studying for the final exam.
- Bring the assigned readings to every class; we will use them in every session.
- The required readings must be done before the class meeting. As in all history courses, there is a fair amount to be done. Try to break the assignments up over the course of the week rather than trying to do it all at once. Readings for Thursday classes tend to be shorter since you have less time to do them.
- Students are expected to take an active part in the course’s web discussion forum, commenting at least once a week. When posting a comment on the course website, the designated discussion leaders for each class should email their questions about the readings to the instructor early in the evening before class at the latest.

V. Policy on Absences and Lateness

You must attend every class and be on time. Attendance is 10 percent of your grade, while in-class participation represents another 10 percent of your grade. You can't participate if you are not here, so poor attendance and lateness can have an impact on a fifth of your whole grade. As you will see, the class sessions will not work without your informed participation. Your first and second unexcused absences will not have an impact on your grade, but your third and fourth will ensure deductions from both attendance and participation grades. A fifth absence means an automatic “F” for the course. I will excuse absences for documented medical emergencies (emergencies do not include doctors’ appointments—you should not schedule appointments during class time).
If you plan on being absent due to a religious observance, please inform me ahead of time. Please take note of the following state law on absences due to religious observances as quoted in the Brooklyn College Bulletin:

“The New York State Education Law provides that no student shall be expelled or refused admission to an institution of higher education because he or she is unable to attend classes or participate in examinations or study or work requirements on any particular day or days because of religious beliefs. Students who are unable to attend classes on a particular day or days because of religious beliefs will be excused from any examination or study or work requirements. Faculty must make good-faith efforts to provide students absent from class because of religious beliefs equivalent opportunities to make up the work missed; no additional fees may be charged for this consideration.”

VI. How Class Sessions Will Work
Each class session will begin with a short lecture by the instructor, followed by a discussion of the readings and themes of that class led by the assigned “discussion leaders” who had posed reading questions in the online forum. Note that full student participation in the online discussion forum and in-class discussion is integral to the success of the class.

VII. Grading
Website Forum Comments: 15%
First Paper Assignment: 15%
Second Paper Assignment: 15%
Third Paper Assignment: 15%
Final Website Project: 20%
Attendance: 10%
Class Participation: 10%

For further details about assessment, please see the following appendices: In Appendix I, you will find an explanation of how class participation will be evaluated. An explanation for how the final web project will be assessed can be found in Appendix II, and a peer assessment form for that project, which if due on the final class session, can be found in Appendix III. Lastly, a grading rubric for written work can be found in Appendix IV.

All elements of the course must be completed satisfactorily in order to pass the course. There will be no curve in the grading. Grades are assigned on the following scale:

- A+ = 97 or higher
- A = 94–96
- A- = 90–93
- B+ = 87–89
- B = 84–86
- B- = 80–83
- C+ = 77–79
- C = 74–76
- C- = 70–73
- D+ = 67–69
- D = 64–66
- D- = 60–63
- F = 0–60

XIII. Academic Accommodations for Students with Disabilities
In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie
Stewart-Lovell at (718) 951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him.

IX. Academic Honesty
All work you turn in for this class must be your own. Any deviation from this standard will result in a zero for the paper assignment, which not only seriously jeopardizes your ability to pass the course, but also will lead to the notification of the Office of Undergraduate Studies.

Plagiarism. According to the MLA style guide, plagiarism “is to give the impression you have written or thought something that you have in fact borrowed from someone else.” [Joseph Gibaldi and Walter Achtert, MLA Handbook for Writers of Research Papers, 3rd edition (New York: Modern Language Association of American, 1988), p. 21.] If you borrow an idea, a sentence, or more from a source, you must let the reader know what that source is. It's only fair to the original author.

If you do not know what plagiarism is, ask me, consult a work such as the MLA guide, or check out a website like this one: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

The Brooklyn College policy on academic integrity as quoted from the bulletin is as follows:

“The faculty and administration support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy may be found at http://www.brooklyn.cuny.edu/pub/policies.htm. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member must report the violation.”

Historians typically use the Chicago Manual of Style system to cite sources. You can find a primer on this style here: http://www.chicagomanualofstyle.org/tools_citationguide.html

I am extremely sensitive to the issue of plagiarism and will automatically fail your paper if I find any signs of it. I'd prefer that you be overly cautious in footnoting rather than having to fail you. And please note that the same rule apply to website comments and posts—you need to attribute sources of quotes and ideas, no matter what media you are using!

X. Course Website Comments
The discussion leaders assigned for each class session will post questions pertaining to readings by 5pm the day before the class. Each student is required to serve as a discussion leader at least once, and every student is required to post at least one comment each week in response to these questions. Keep in mind that the web forum is a valuable space to test out your ideas and articulate your thoughts before you sit down to write a formal paper or create a webpage for the final project. Please also keep the following points in mind:
•  **Expressing Your Thoughts in Your Own Words:** You will not receive credit for cutting and pasting something of the web and presenting it as your own thought (I may even seek disciplinary measures if anyone does this—plagiarism is a serious academic offense). In addition, you will not receive credit if you simply repeat what someone else has already posted. You certainly can react to what someone else has written, but you cannot merely agree or say the same thing worded differently. It is thus a good idea to post early before someone else comes up with a similar idea, as you will be graded on the originality of your contribution to the conversation.

•  **Grading Criteria:** Your website comments are 15% of your total grade. They will be graded on the quality and originality of thought, the way that they engage the questions, and the strength of the argument and evidence that they present. Grammar and spelling will not affect the grading of the website comments, but please do not use abbreviations. Note that points will be deducted from your web comments grade for each week you do not write at least one comment.

•  **Keep it Civil:** I hope that you will have some lively online discussions, and you should feel free to disagree with your classmates. But please do not attack anyone personally! Remember to be respectful of other people’s ideas and feelings even if you disagree with them.

•  **Tone:** Comments may be less formal than a paper (for example, misspelled words won’t count against you here), but more formal than a text message or casual e-mail. Please do not use texting abbreviations or symbols.

•  **Length:** Your posts should be at least a full paragraph. You certainly may write more than that if you have more to say.

•  **Relevance:** Comments that have little or no relevance to the questions will not count toward your grade.

•  **Images, Video Clips, and Links to External Documents:** In your comments, you may provide links to historical documents, images, or even video clips, but you need to have a good reason to do so. For example, if you post a clip from a Hollywood movie, you need to explain how and why that clip relates to the questions that have been asked. If the clip or link is not directly related to the question, your post will not count toward your grade. Media should be historically relevant. (Keep in mind that the era covered by the course did not have sound or moving picture recording, and photography only emerged in the final decades. Nonetheless, there were certainly plenty of other forms of art to reference. Representations of earlier eras in modern media can be used, but should be handled very critically.)

The course website is located here: http://macaulay.cuny.edu/eportfolios/omalley12.

**XI. Essay Assignments**

Your papers will be evaluated for both content (evidence and argument) and style of presentation. I am primarily looking for lucid arguments backed by specific evidence.

Paper Revisions: Students are allowed to revise papers as long as they are turned in one week after receiving them back from the instructor. The additional credit for a revision will be determined by the instructor, but in general will be no more than a half-to-full-grade step-up depending on the quality of the revision and the strength of the initial draft.
**Format and Style:**
Papers are to be printed out in a twelve-point font, and have one-inch margins.
- Papers must bear a standard title page, and be stapled in the upper left hand corner (Your paper should a meaningful title; don’t just call it “History Essay”).
- Other than the title page, each page must be numbered.
- Footnotes and a bibliography are required. Check Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations, 7th* Ed. (Chicago: University of Chicago Press, 2007) or a similar guide for information on correct citation styles.
- Spelling counts. Use spell-check on Word (but keep in mind that it is sometimes wrong!). It is ideal to get someone to proofread the paper for you—you can miss mistakes after reading your drafts several times over.
- Keep It Simple: Make sure to avoid using words that you don’t fully understand just because they are long and sound impressive. Most of the time, it is a good idea to keep sentences concise as the meaning of a sentence becomes confused or lost if it goes on too long (know what a “run-on sentence” is). And avoid using the passive voice if possible.

Papers that don’t follow these guidelines will be marked down.

**XII. Final Website Project**
As a class we will determine together what form the final web project will take and how each task will be broken up into groups. You can find an encyclopedia of past Seminar 2 final web projects here: [http://macaulay.cuny.edu/eportfolios/encyclopedia/](http://macaulay.cuny.edu/eportfolios/encyclopedia/)

As a class you will have considerable latitude in determining what shape the website will be, but I do have three requirements that the final web project must meet:

1) It must involve a significant degree of census data research.
2) It must have an oral history component.
3) It must have an overall historical orientation.

We might choose to focus on one geographical area of New York City, one or several ethnic groups (a comparative approach might be interesting), or perhaps one particular theme, like legal status of immigrants over time, economic opportunities for immigrants over time, etc.

For further details about how the website project will be evaluated, please see Appendix II. Please note that you will also be completing a peer assessment form for each of your workgroup members, which you can find in Appendix III. Your individual contributions to the website will count for 20 percent of your overall grade.

**XIII. Me**
My office is Whitehead 515.
Office Hours: 10:00 to 11:30 AM on Wednesdays or by appointment. Please make an effort to see me in office hours, but if this is not possible, we can schedule an appointment.

Email: bomalley@brooklyn.cuny.edu
I will rely heavily on e-mail to stay in touch with you. I am teaching three courses at Brooklyn College this semester, so I expect a high volume of correspondence. To help me manage this, please follow a few guidelines:

1. ALWAYS write your NAME and COURSE NUMBER in the subject line (for example: Joe Pepitone – MCHC 1002) as I am teaching three courses at Brooklyn College this semester.

2. Please keep the correspondence formal and polite, avoiding texting abbreviations, slang, or inappropriate familiarity. You should treat your correspondence with me the same as you would with a potential employer. THINK BEFORE YOU WRITE ME. I encourage you to write me if you have a question about the course material, but please do not write me to ask for information readily available in this syllabus or other course documents.

3. Please sign your name at the bottom of every message. Many students have e-mail addresses that do not have any reference to their name. For the purpose of correspondence with instructors and future employers, I strongly recommend using a professional-sounding e-mail address.

**XIV. Some Important Dates**

- Thursday, Feb. 2: Last day to add a course online (does not apply to first- and second-semester freshmen)
- Feb. 3-9: Late add period (you must have instructor and departmental approval to add a course)
- Tuesday, February 7: First Paper Due
- Thursday, Feb. 16: Second Paper Due
- Thursday, Feb. 16: Last day to drop a course without a grade
- Tuesday, Feb. 21: No class since this is a conversion day following a Monday schedule.
- March 1: Third Paper Due
- Thursday, April 19: Last day to apply for a W grade (withdrawal) from a course; note that we will not have class this day since I’ll be giving a paper at a conference.
- Tuesday, May 15: Last day of class
Appendix I

Class Participation Criteria: 10 Percent of Your Grade

Ten percent of your course grade will depend upon your spoken personal contributions to our class sessions. Participation is the key to a lively class. Class participation provides the opportunity to practice speaking and persuasive skills and requires the ability to listen carefully. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. Note that the ability of the “discussion leaders” to generate relevant and thoughtful discussion is a significant component of this grade.

Guidelines for Evaluating Participation

Outstanding Contributor: This person’s contributions in class reflect exceptional preparation. The ideas he or she offers are always substantive, provide one or more major insights as well as direction for the class. When this person offers challenges or alternative ideas for the class to consider these ideas are well substantiated and persuasively presented. If this person were not a member of the class the quality of discussion would be diminished markedly.

Good Contributor: This person’s contributions in class reflect thorough preparation. His or her ideas are usually substantive, provide good insights and sometimes give direction for the class. His or her challenges are well substantiated and often persuasive. If this person were not a member of the class the quality of discussion would be diminished.

Adequate Contributor: This person’s contributions in class reflect satisfactory preparation. His or her ideas are sometimes substantive, provide generally useful insights but seldom offer a new direction for class discussion. This person sometimes presents challenges for the class to consider. These are fairly well substantiated and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Adapted from Philip F. Napoli’s Seminar 2 syllabus for Spring 2012.
Appendix II

Final Web Project Evaluation Criteria: 20 Percent of Your Grade

Acquiring Information/Evidence: 20 Percent
- Does the research project provide information related to an identifiable, significant historical problem or issue related to the broad topic of immigration?
- Does the research include primary and secondary information/evidence (for example, historical studies, other scholarly and critical studies, theories, editorial opinions, archival documents, visual materials, data instruments like graphs/surveys/charts, analyses, etc.)?
- Does the project include information/evidence from diverse sources (such as scholarly books and journals, newspapers or magazines, the Internet, documentaries, films, televised programs, photographs, diaries, life histories, personal mementos, personal or official archives, etc.)?

Interpreting Information: 20 Percent
- Does the analysis provide reasonable and clear interpretation(s) of the information?
- Does the analysis reflect thoughtful consideration of potentially different interpretations?
- Does the analysis reflect an understanding of relevant theories and methods of interpretation?
- Does the analysis consider the relationship between the meaning of the information and the form in which it is represented or preserved?

Presenting Information: 40 Percent
- Does the presentation make effective use of primary source materials?
- Does it make adequate and effective use of other documentary sources?
- Does it make effective use of critical analysis?
- Is the research project presented effectively and responsibly?

Overall Assessment: 20 Percent
- Does the presentation bring new understanding to your classmates and me? Do we learn anything?

Adapted from Philip F. Napoli’s Seminar 2 syllabus for Spring 2012.
Appendix III. PEER ASSESSMENT REVIEW FOR FINAL PROJECT

CONFIDENTIAL: TO BE SUBMITTED TO INSTRUCTOR

This Peer Assessment Review is due at our last class meeting. Here you have the opportunity to review the work done by the members of your workgroup – and they can review you, too. Please fill out one for each member of your workgroup.

Review of (Name): __________________________________
Prepared by: ___________________________________________
Group Name: ___________________________________________
Date: _________________________________________________

This feedback is important to the grading process in this course. Please consider your responses carefully. Your feedback will be combined with that of others before a grade is determined. All comments will be kept confidential.

Please evaluate your colleague using the scale below. If you would like to clarify any of your assessments, please feel free to comment on the opposite side of this sheet.

<table>
<thead>
<tr>
<th>A – Significant strength</th>
<th>C – Area that could use some improvement</th>
<th>F – Area of significant weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>B – Competent</td>
<td>D – Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

Circle one rating

1. This person’s primary source research was of sufficient quality and timeliness to contribute to the group project. A B C D F
2. This person contributed his/her fair share of the secondary research necessary for the group project. A B C D F
3. This person generated useful ideas as we worked on the project. A B C D F
4. This person gave as much time to the project as others. A B C D F
5. This person kept his/her commitments to the group. A B C D F
6. This person listened carefully to what others had to say and helped us think about how we could interpret our material. A B C D F
7. This person created his/her fair share of the material necessary for the group presentation. A B C D F
8. This person took action to resolve problems as soon as they arose. A B C D F

Use the back of this sheet to comment on this person’s strengths and weaknesses. This section must contain three or more sentences and cannot be left blank.

Adapted from Philip F. Napoli’s Seminar 2 syllabus for Spring 2012.
Appendix IV: RUBRIC FOR ARGUMENTATIVE ESSAY IN HISTORY

<table>
<thead>
<tr>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td><strong>THESIS</strong></td>
<td>Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.</td>
<td>Promising, but may be slightly unclear, or lacking insight or originality.</td>
<td>Unclear (contains vague terms), appears unoriginal, or offers relatively little that is new; provides little around which to structure the paper.</td>
<td>Difficult to identify and may blend restatement of obvious point.</td>
<td>Has no identifiable thesis or an utterly incompetent thesis. Shows obviously minimal lack of effort or comprehension of the assignment.</td>
</tr>
<tr>
<td><strong>STRUCTURE</strong></td>
<td>Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.</td>
<td>Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.</td>
<td>Generally unclear, often wanders or jumps around. Few or weak transitions, and there are many paragraphs without topic sentences.</td>
<td>Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.</td>
<td>No evidence structure or organization.</td>
</tr>
<tr>
<td><strong>USE OF EVIDENCE</strong></td>
<td>Primary and secondary source information incorporated to buttress every point. Examples support thesis and fit within paragraph. Excellent integration of quoted material into sentences. Factual information is incorporated.</td>
<td>Examples used to support most points. Some evidence does not support point or may appear where inappropriate. Quotations are integrated well into sentences. Some factual information is incorporated.</td>
<td>Examples support some points. Quotations may be poorly integrated into sentences. There may not be a clear point. Moderate amount of factual information is incorporated.</td>
<td>Very few or weak examples and factual information. General failure to support statements, or evidence seems to support no particular point.</td>
<td>No attempt has been made to incorporate factual information or interpret primary and secondary sources.</td>
</tr>
<tr>
<td><strong>LOGIC AND ARGUMEN-TATION</strong></td>
<td>All ideas flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections which illuminate thesis</td>
<td>Argument is clear and usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to evidence are made.</td>
<td>Logic may often fail, or the argument may often be unclear. May not address counter-arguments or make any connections with the thesis. May also contain logical contradictions.</td>
<td>Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic, and there is no effort to grasp possible alternative views. Very little or very weak attempt to relate evidence to argument.</td>
<td>Too incoherent to determine.</td>
</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td>Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of sources; minimal to no spelling errors; absolutely no run-on sentences or comma splices.</td>
<td>Sentence structure and grammar strong despite occasional lapses; punctuation and citation style often used correctly. Some spelling errors and at least one run-on sentence, sentence fragment, or comma splice.</td>
<td>Minor problems in sentence structure and grammar. Multiple errors in punctuation, citation style, and spelling. May have several (two to five) run-on sentences, sentence fragments, and comma splices.</td>
<td>Huge problems in sentence structure and grammar. Frequent major errors in citation style, punctuation, and spelling. May have many (more than five) run-on sentences, sentence fragments, and comma splices.</td>
<td>Very difficult to understand owing to major problems in mechanics.</td>
</tr>
</tbody>
</table>

*This rubric is a composite of several rubrics used in several American and World courses taught at Barry University, Bowdoin College, Yale University, Manatee Community College, and Florida International University. http://users.ju.edu/jhingso/historygradingrubric.htm*

Adapted from Philip F. Napoli’s Seminar 2 syllabus for Spring 2012.
Course Schedule

Thursday, January 26: Seminar 2 Evening Opening Event
A Talk on New York City’s Changing Demographics
Joseph Salvo, Director, Population Division New York City Department of City Planning
Location: Hunter College, First Floor Auditorium (North Building). Enter on 69th Street between Park and Lexington.
Time: 6:00 to 8:00 pm
Attendance is required.

Tuesday, January 31 - Course Introduction and Syllabus Review
Web Comment: Please respond to the following questions under the first post on the course website: Who is an “immigrant”? How do you define the term? Do you consider yourself or anyone else in your family an immigrant? What is the difference between a “migrant,” “immigrant,” and “emigrant”?

PART I: WHAT IS MIGRATION/IMMIGRATION HISTORY, ANYWAY? WHAT IS MY RELATIONSHIP TO IT?

Thursday, February 2 - Approaches to Studying U.S. Immigration, Pt. I
Readings:
Excerpts from Ngai & Gjerde, Major Problems in American History, 2nd Ed., Chapter 1:
Approaches to U.S. Immigration History, pp. 1-19. All of the following are available as PDFs in the password-protected “Readings” page of the website.
• Chapter Introduction: Approaches to U.S. Immigration History
• Oscar Handlin, excerpts from The Uprooted
• John Bodnar, excerpts from The Transplanted
• Kathleen Neils Conzen et al., excerpts from “The Invention of Ethnicity: A Perspective from the U.S.A.”
• Donna Gabbacia, excerpt from “Immigrant Women: Nowhere at Home?”

Tuesday, February 7: Approaches to Studying U.S. Immigration, Pt. II
Readings:
Excerpts from Ngai & Gjerde, Major Problems in American History, 2nd Ed., Chapter 1:
Approaches to U.S. Immigration History, pp. 19-35
• George J. Sanchez, excerpts from “Race, Nation, and Culture in Recent Immigration Studies”
• Matthew Frye Jacobson, excerpts from “More ‘Trans-‘, Less ‘National’”
Recommended but not required:
• David A. Gerber, “What’s Wrong with Immigration History”? (Note that this is a book review, but in examining one book, the essay lays out some of the broader problems in the field of U.S. immigration history.)
Paper #1 Due: How Would You Define “Immigration History”?

Thursday, February 9: How Did You Become a New Yorker?
Reading:
In-Class Exercise: Interviewing a Classmate
PART I: BACK TO THE BEGINNING: THE LENAPE, DUTCH, AND ENGLISH

Tuesday, February 14: Seventeenth-Century New York: First Contact through English Conquest
Reading:
• *All the Nations Under Heaven*, Chap. 1: Multiethnic from the Beginning, pp. 1-21 (first half of chapter)
Recommended but not required:
• Curious to know what “New York City” might have looked like in 1609? Make sure to check out the “Welikia Project” (formerly “Manhatta”) of the Wildlife Conservation Society here: http://welikia.org/explore/mannahatta-map/

Thursday, February 16: Eighteenth-Century Migrations to New York through the Revolution
Reading:
• *All the Nations Under Heaven*, Chap. 1: Multiethnic from the Beginning, pp. 21-32.

Paper #2 Due: Text and commentary of “Interview with a Classmate”

Tuesday, February 21: NO CLASS (Monday schedule)

Wednesday, February 22: Research Talk on Using the U.S. Census
Guest Lecturer: Rosemarie Fogarty of the U.S. Census Bureau
2:15 – 3:30 PM
Library, Room 383

PART III: AFRICAN NEW YORKERS FROM SLAVERY TO FREEDOM

Thursday, February 23: Africans and African Americans in New York through Emancipation, Part I
Reading:

Tuesday, February 28: Africans and African Americans in New York through Emancipation, Part II
Reading:
Recommended but not required:
PART IV: PORT OF MASS MIGRATION: NINETEENTH-CENTURY NEW YORK THROUGH THE CIVIL WAR

Thursday, March 1: Nineteenth-Century Immigration in New York
Reading:
Recommended but not required:

Paper #3 Due: Slavery and Freedom in New York

Tuesday, March 6: The Beginning of Immigration Regulation in New York and the U.S.
Reading:

Lecture: “Castle Garden and the New York State Commissioners of Emigration” – Class will be in the Tanger Auditorium in the Library. I will be giving this talk to multiple Seminar 2 sections.

Thursday, March 8: The German and Irish Waves
Reading:
Recommended but not required:

PART V: HIGH TIDE AND THE FEDERALIZATION OF CONTROL: 1880 TO WORLD WAR I

Tuesday, March 13: “Old and New Immigrants” and the Arrival of Federal Regulation
Reading:
- *All the Nations Under Heaven*, Chap. 4: Old and New Immigrants in Greater New York City, 1880 to World War I, pp. 93-113

Thursday, March 15: Atlantic Migration at High Tide: The Italians and Jews
Reading:

Sunday, March 18: Ellis Island Tour
Meet at the East Coast War Memorial, near the Eagle, in Battery Park at 9:30am

Tuesday, March 20: Jacob Riis and Immigration as a “Social Problem”
Reading:  Jacob Riis, *How the Other Half Lives*, Chaps. 5 – 13:  
(http://www.bartleby.com/208/)
Thursday, March 22: Ellis Island the Great War

_Sunday, March 26: Walking Tour of the Lower East Side_
Meeting at Essex and Delancy Streets by the McDonald's, right by the F Train exit at 11:00 am

_PART VI: NEW YORK CITY IN THE CLOSED DOOR ERA: THE INTERWAR YEARS AND WORLD WAR II_

_Tuesday, March 27: Ellis Island and the Closing Door_
Reading:

_Thursday, March 29: “Ethnic New York” in the 1920s_
Reading:
- _All the Nations Under Heaven_, Chap. 6: Ethnic New Yorkers from the Great War to the Great Depression, pp. 149-175

_Recommended but not required:_

_Tuesday, April 3: “Ethnic New York” during the Depression & World War II_
Reading:
- _All the Nations Under Heaven_, Chap. 7: A Time of Trial: New Yorkers During the Great Depression and World War II, pp. 176-196.

_Thursday, April 5: A Better Time? Postwar New York City_
Reading:

_SPRING BREAK (No class on April 10 and 12)_

_PART VII: OPENING THE GATES IN NEW YORK CITY: POSTWAR MIGRATIONS_

_Monday, April 16: Film Screening – Man Push Cart_ 2:15 – 3:45 pm, Boylan 2231

_Tuesday, April 17: Global City_
Thursday, April 19: Oral History Methods
Guest Lecturer: Prof. Philip Napoli
Reading:
- Alessandro Portelli, “The Death of Luigi Trastulli: Memory and the Event”
- Kathryn Anderson and Dana Jack, “Learning to Listen: Interview Techniques and Analyses”

Tuesday, April 24: Nuyoricans
- Introduction, pp. 1-22
- Chapter 6: “Juan Q. Citizen: Aspirantes, and Young Lords,” pp. 200-244

Thursday, April 26: The Chinese in New York
Reading:
- Recommended but not required:

Tuesday, May 1: South Asians in New York City
Reading:
- Recommended but not required:

Thursday, May 3: Afro-Caribbeans in New York City
Reading:

Tuesday, May 8: Dominicans in New York City
Reading:
Thursday, May 10: Arab and Muslim New Yorkers in Post-9/11 New York
Reading:

Tuesday, May 15: Wrap-Up Session and Evaluations