

**THE PEOPLING OF NEW YORK**  
**MACAULAY HONORS COLLEGE SPRING 2016**  
**FRESHMAN SEMINAR AT HUNTER COLLEGE, CUNY**

**Instructor**

Fatima Shama  
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**Class Schedule**

Monday  
6pm-8:30pm  
@ Roosevelt House, 47-49 E 65th St  
Room 204

**Class Website**

<http://macaulay.cuny.edu/eportfolios/shama16/>

**Instructional Technology Fellow**

Marissa Bellino  
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**Office Hours**

If you would like to meet with Fatima or Marissa please email us and we will arrange a specific time to meet with you.

**Course Description**

In this seminar, students investigate the role of immigration and migration in shaping New York City's past, present, and future. Seminar topics include: the factors that have driven and draw people to New York since the 17<sup>th</sup> Century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with and within the city; the formal and social organization of immigrant communities in such neighborhoods as the Lower East Side, Harlem, Little Italy, Chinatown, Astoria, Flushing, Sunset Park, and Stapleton; the relationship between immigrants and their role within the city's economy; the impact of successive waves of newcomers on urban culture and politics; and the continuing debates over integration, assimilation, and Americanization.

Reading and writing assignments will be enriched by neighborhood walking tours, guest lecturers, film screenings, and more. The class will also receive training on documentary filmmaking and other on-line mediums to help enrich the culminating project. The culminating project for this semester is a short documentary film that will be shared in-class and exhibited at a final common event.

**Course Books**

No books need to be purchased for the course since the course will borrow from many books, and will include many articles and other readings. Many chapters will be included from *One Out of Three: Immigrant New York in the Twenty-First Century*, edited by Nancy Foner. New York: Columbia University Press. Copies of the chapters will be available electronically.

All the readings will be accessible electronically, under the "Materials" and "Readings" subsection of our class website. There will also be regular readings in ethnic and community press, appropriate website links will be provided for you. I will also add readings as the semester evolves and those will be posted and sent to you.

## Plagiarism Policy

If you draw on material written by someone else, you must acknowledge their work by enclosing any direct quotations in quotes and by citing all resources properly. When you draw upon a concept or a theory developed by an author, even when you do not quote or paraphrase that author, cite their work appropriately. When in doubt, refer to the “Writing from Sources” guide published by the Hunter College Reading and Writing Center and available both here (<http://rwc.hunter.cuny.edu/reading-writing/on-line/qpp.html>) and on our Blackboard site. All cases of plagiarism will be reported to the Dean’s office.

## Assignments / Expectations

Contributions in Class and Participation in Tours*	15%
Writing Assignments	32%
Personal immigration and integration essay (3 pages)	
Weekly Press Highlights—there will be 3 (1-2 pages)	
Research Paper & Interview Project (10-12 pages)	20%
Group Short-Documentary Film	18%
Group Presentation	15%

## Class Discussions & Participation

We will spend most classes discussing required readings and hear about some of the weekly assignments. It is vital that you do the readings on time and come ready to talk about them. In addition to taking notes, I suggest you come to class with a couple of questions or opinions about what you read. If you come to class on time and contribute frequently to class discussions and participate enthusiastically, you can expect a very good participation grade.

## Tours

We will do neighborhood tours at least twice during the semester. Each one will be between two and three hours long. The tours are mandatory and an important part of the class. I will keep you informed on the dates and classes, and locations.

## Writing Assignments

### *Personal Immigration & Integration Essay*

You will write a 3-page essay on your family’s immigration history and integration experiences. This includes generations ago. You will discuss where you/your family came from, why you/your family immigrated to the United State, and where you/your family has settled since. You will also write about you/your family’s integration experiences, including learning the English language, education and schools, jobs, religion, identity formation, and civic and political life in the United States and abroad. In particular, I want you to think about how well you think you and your family have integrated and what has made the integration process difficult or easy. Additional guidelines for the assignment are provided at the end of the syllabus. **DUE DATE: February 22<sup>nd</sup> at the beginning of class.**

### *Weekly Press Highlights*

During the course you will be asked to find several news articles from reputable news sources about an issue or issues affecting immigrants in New York City. You will then write a 2 page essay including a brief summary of the article and highlighting the community and issue being discussed. You will also include why you selected the article, when warranted take a position on the issue in the article, make an argument for or against, if appropriate and if possible, draw some analogies to the readings of the course or other relevant discussions, learning, etc. You are welcome to compare and contrast stories, draw analogies of issues today to the issues of the past, etc. Please include a copy of the article or the link to the article selected. We will discuss these in class.

There will be a total of **three** weekly press highlights assignments.

Below are some ideas for sites or newspapers you should visit to find possible articles of interest:

CUNY School of Journalism's Center for Ethnic and Community Media's website: Voice of New York: <http://www.voicesofny.org/>

The New York Times

The Staten Island Advance

El Diario La Prensa

The Epoch Times

CaribNews

The Jewish Daily Forward

Please check the Class Assignments for dates the *Weekly Press Highlights* are due. They will be collected at the beginning of class.

### **Research Paper & Interview Project**

The research paper and interview project together with the group short documentary film will focus on *Immigrants: Contributors to NYC*. The project will include two individual (interview and paper) components together with a group component.

In class we will discuss many aspects of how immigrants contribute to NYC, economically, civically, socially, artistically and more. You will learn about the jobs and professional fields immigrants participate in, have dominated, are engaged in, and through which they add to the city's local economy, and face numerous challenges. This will include but not be limited to domestic workers, artists, street vendors, taxi drivers, immigrant entrepreneurs, tech start-up gurus, small business owners, government and elected officials, and professionals like bankers, doctors, and lawyers.

The class will be divided, in groups of three or four, by different categories. You will select an aspect within the category to research. The research component of the paper may draw on scholarly literature, newspaper articles, websites, reports by government agencies or non-governmental organizations, personal interviews, and first-hand observations. You will also select an immigrant adult within the category to interview.

You will conduct one interview (of about 35-45 minutes) which must include some film footage which will become your contribution to your group's short film. You will provide an outline of your interview guide, conduct and record the interview, and use some aspects

of the interview to help inform the hypothesis of your research paper. We will discuss in greater detail in class but you will use key themes from the interview and compare how well your research, the theories and topics discussed in class match the immigration and integration experiences of your respondent.

We will set aside one entire class session to focus on the interviews, an outline of questions, how to consider your subjects, where to find them, and how to perhaps begin thinking about a research topic in alignment with your thoughts.

You will also receive training and support from our ITF, Marissa Bellino, on how to capture footage, what tools to use for your films, ways to combine four short pieces into one, and more. ITF Marissa Bellino will host a workshop with the class as well.

### **DUE DATES:**

**May 16<sup>th</sup> - In Class Film Festival - ALL FILMS/ALL GROUPS MUST BE PRESENT**

### **ALL FINAL PAPERS DUE:**

**May 23<sup>rd</sup> (a week after our final class) by 11:59pm via email to Fatima Shama.**

\*You will all take the CITI online Human Subjects Research course and therefore have some guidance on the do's and don'ts of interviewing. (*Details for this will be provided*)

### **Group Short Film Documentary & Group Presentation:**

The class, in small groups as described earlier, will create creative short films showcasing your interviews and learning and the stories of the many immigrant New Yorkers featured. In small groups, i.e. same groups as sectors, you and your group will put together a section of what will eventually be a series of a shorts on *Immigrants: Contributors to NYC*. (You can come up with a better name for your films. )

The film should be informative, creative, and help showcase your learning. I encourage you to use the interviews, other creative (and permissible) footage, use historical facts and statistics as well as photos, maps, drawings or any other material you gather through your research.

In the last class, you and your group will show your films and present your research weaved into short (15 minute) presentations.

The grading of the presentation will not be particularly strict since the main idea of the presentation is to showcase the film and for you to share your interesting research and learning with each other. However, demonstrating equal participation and group success will inform your grade.

### **Late Assignments**

You must inform me **prior** to a due date - via email - and offer a valid excuse with documentation, if necessary, if an extension on a due date is to be provided.

## CLASS SCHEDULE

<p>Week 1: February 1<sup>st</sup></p>	<p><b>Welcome and Course Introduction</b> Review of syllabus, class, expectations, and getting to know you.</p> <hr/> <p><b>Explaining International Migration: Why Do People Move? Coming to America: Why &amp; Who? Part I</b></p> <hr/> <p><b><u>READINGS</u></b> Massey, Douglas S. 1999, "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in <i>The Handbook of International Migration</i>, edited by Charles Hirschman et al. New York: Russell Sage Foundation Press.</p> <p>Foner, Nancy. 2000. <i>From Ellis Island to JFK: New York's Two Great Waves of Immigration</i>. New York: Russell Sage Foundation Press <b>Read</b> Introduction and Chapters 1 "Who They Are and Why They Have Come." Pp. 9-35</p> <p>We will discuss your <i>Personal Immigration &amp; Integration Essay</i> assignment, which is <b>due on February 22<sup>nd</sup> at the start of class.</b></p>
<p>Week 2: February 8<sup>th</sup></p>	<p><b>Coming to America: Why &amp; Who? Part II</b></p> <hr/> <p><b><u>READINGS</u></b> Foner, Nancy. 2000. "Where They Live." Pp. 36-69 in <i>From Ellis Island to JFK: New York's Two Great Waves of Immigration</i>. New York: Russell Sage Foundation Press</p> <p>Foner, Nancy. 2013 "Introduction: Immigrants in New York City in the New Millennium." Pp. 1 – 34 in <i>One Out of Three: Immigrant New York in the Twenty-First Century</i>, edited by Nancy Foner. New York: Columbia University Press</p> <p>⇔In class: Video of <i>Island of Hope, Island of Tears</i></p>
<p>Week 3: February 15<sup>th</sup></p>	<p><b>NO CLASSES</b></p>

<p>Week 4: February 22<sup>nd</sup></p>	<p><b>Growth and Diversity</b></p> <p><b><u>READINGS</u></b></p> <p>Binder, Frederick M., and David M. Reimers. 1995. "Dynamic Growth and Diversity: The City and Its People." Pp. 33-58 in <i>All the Nations Under Heaven: An Ethnic and Racial History of New York City</i>. New York: Columbia University Press.</p> <p>Lobo, Arun Peter and Joseph J. Salvo. 2013 "A Portrait of New York's Immigrant Melange." Pp. 35 – 63 in <i>One Out of Three: Immigrant New York in the Twenty-First Century</i>, edited by Nancy Foner. New York: Columbia University Press</p> <p><b>In Class - Workshop</b> with ITF, Marissa Bellino, on website and tools for interviews, working with photos and text.</p> <p><b>Personal Immigration &amp; Integration Essays – DUE at the start of class</b></p>
<p>Week 5: February 29<sup>th</sup></p>	<p><b>Immigration Laws and America's Future</b></p> <p><b><u>READINGS</u></b></p> <p>Meissner, Doris. 2006. <i>Immigration and America's Future: A New Chapter</i>. Migration Policy Institute.      "Why is Immigration Important?" Pp. 1-19      "What is wrong with US Immigration Policy and Practice?" Pp. 19-27</p> <p>Myers, Dowell. 2008. <i>Immigrants and Boomers: Forging a New Social Contract for the Future of America</i>. "Knowing and Making the Future." Pp. 19-35, and "Demographic Transition in California and the United States." Pp. 36-63. New York: Russel Sage Foundation.</p> <p>"The Economic Effects of Administrative Action on Immigration"      Congressional Budget Office, Report February 2015.</p> <p>Impact of DACA. "Preliminary Findings from the National UnDACAmented Research Project." Immigration Policy Center, August 2013.</p> <p><b>*We will discuss Weekly Press Highlights in depth – first one due on March 14<sup>th</sup>.*</b></p>

<p>Week 6: March 7<sup>th</sup></p>	<p><b>Changing Faces of Immigrant New York</b></p> <p><b><u>READINGS</u></b>  The Newest New Yorkers. 2013 edition.  Chapter 2, "Growth and Composition of the Immigrant Population." Pp. 9-22  Chapter 3, "Settlement Patters of Immigrants in New York City." Pp. 23-94</p> <p>Yoshkikawa, Hirokazu. 2011. <i>Immigrants Raising Citizens: Undocumented Parents and Their Young Children</i>. "The Hidden Face of New York: Undocumented Immigrant Parents' Routes to the City." Pp. 28-51.  New York: Russel Sage Foundation.</p> <p>⇔In class: Film "<i>I Learn America</i>"</p> <p><b>Weekly Press Highlight #1 – DUE at the start of class</b></p>
<p>Week 7: March 14<sup>th</sup></p>	<p><b>Continued - Changing Faces of Immigrant New York</b></p> <p><b><u>READINGS</u></b>  <i>THE NEW YORK TIMES</i>  "New York's Shifting Mosaic" – read and watch videos  <a href="http://www.nytimes.com/interactive/2013/06/09/nyregion/new-york-citys-newest-immigrant-enclaves.html">http://www.nytimes.com/interactive/2013/06/09/nyregion/new-york-citys-newest-immigrant-enclaves.html</a>  Also on EPortfolio-PONY15 under "Press Highlights"</p> <p>Lehrer, Warren and Judith Sloan. 2003. <i>Crossing the BLVD: Strangers, Neighbors, Aliens in a New America</i>.  Students will be assigned a series of chapters to read for discussion in class.  Chapters will be assigned prior to 3/21.</p> <p><b>*You will be assigned your groups, we will discuss Group Projects, watch PONY2014 and 2015 documentaries and begin to think about strategy to identify people to interview, and review resources to consider.*</b></p>
<p>Week 8: March 21<sup>st</sup></p>	<p><b>Immigrants and Their Economic Contributions</b></p> <p><b><u>READINGS</u></b>  Foner, Nancy. 2000. "The Work They Do." Pp. 70-107 in <i>From Ellis Island to JFK: New York's Two Great Waves of Immigration</i>. New York: Russell Sage Foundation Press</p> <p>Dyseggaard Kaalik, David. 2013 "Immigration and Economic Growth in New York City." Pp. 64 – 89 in <i>One Out of Three: Immigrant New York in the Twenty-First Century</i>, edited by Nancy Foner. New York: Columbia University Press</p> <p>Read this: <a href="http://www.immigrationpolicy.org/just-facts/new-york-immigrant-">http://www.immigrationpolicy.org/just-facts/new-york-immigrant-</a></p>

	<p><a href="#">entrepreneurs-innovation-and-welcoming-initiatives-empire-state</a></p> <p>↔In class: Movie: <i>The Apple Pushers</i></p>
Week 9: March 28 <sup>th</sup>	<p><b>IN-CLASS Workshop Class with Marissa Bellino</b> Discussion on interviews and process for short films</p> <p><b>Fatima Shama will be out of town.</b></p>
Week 10: April 4 <sup>th</sup>	<p><b>Immigrants and Their Economic Contributions Part II</b></p> <p><b><u>READINGS</u></b> “A World of Opportunity” February 2007 Report by Center for an Urban Future. Read Part I and Part II</p> <p>“Bringing Vitality to Main Street” January 2015 Report by Fiscal Policy Institute and Americas Society/Council of the Americas. Read pages 2 – 13</p> <p>“The Role of Immigrants in the New York City Economy” November 2013 Report by New York State Comptroller Thomas DiNapoli.</p> <p>“Immigrant Workers and the Minimum Wage in New York City” January 2004 Report by Fiscal Policy Institute.</p> <p><b>Weekly Press Highlight #2 – DUE at the start of class</b></p>
Week 11: April 11 <sup>th</sup>	<p><b>WALKING TOUR IN QUEENS ALONG THE INTERNATIONAL EXPRESS ROUTE – Subway 7 LINE</b></p> <p>Details to follow, but class will meet at a set point and travel to Queens together.</p>
Week 12: April 18 <sup>th</sup>	<p><b>Integration in NYC’s Immigrant Communities</b></p> <p><b><u>READINGS</u></b> Oppenheim, Mark. March 18, 2011. New York Times “<i>Mapping Religious Life in the Five Boroughs, With Shoe Leather and a Web Site.</i>”</p> <p>Guest, Kenneth. 2003. <i>God in Chinatown: Religion and Survival in New York’s Evolving Immigrant Community.</i> “Walking on Water” Pp. 1-13.</p> <p>Bakalian, Anny and Mehdi Bozorgmehr. 2009. <i>Backlash 9/11 Middle Eastern and Muslim Americans Respond.</i> “Backlash against Middle Eastern and Muslim Americans.” Pp. 1-31.</p> <p>Creative New York. June 2015 Report by Center for an Urban Future. Read “Creative Voices from Around the World,” Pp. 32-34.</p>



	Immigration: Arts, Culture and Media 2010: A Creative Change Report. August 2010. Report by The Opportunity Agenda. Pp. 5-31.
Week 13: April 25 <sup>th</sup>	<b>NO CLASS – SPRING BREAK</b>
Week 14: May 2 <sup>nd</sup>	<p><b>The Next Generation</b></p> <p><b><u>READINGS</u></b></p> <p>Kasinitz, Philip, John H. Mollenkopf, and Mary C. Waters. 2013 “The Next Generation Emerges.” Pp. 267 - 281 in <i>One Out of Three: Immigrant New York in the Twenty-First Century</i>, edited by Nancy Foner. New York: Columbia University Press</p> <p>Smith, Robert Courtney. 2013 “Mexicans: Civic Engagement, Education, and Progress Achieved and Inhibited.” Pp. 246 - 266 in <i>One Out of Three: Immigrant New York in the Twenty-First Century</i>, edited by Nancy Foner. New York: Columbia University Press</p> <p>Jimenez, Tomas, “Immigrants in the United States: How well are they Integrating into Society?”  <a href="http://www.migrationpolicy.org/pubs/integration-jimenez.pdf">http://www.migrationpolicy.org/pubs/integration-jimenez.pdf</a></p> <p>⇔In class: Movie: <i>Light in the Darkness: Not in Our Town</i></p>
Week 15: May 9 <sup>th</sup>	<p><b>In-Class FOCUS on FILMS and FINAL PROJECTS</b></p> <p>In-Class Workshop with Marissa Bellino</p> <p>In-Class Editing / Group work on Documentary Films</p> <p>In-Class Discussions on Final Research Papers</p> <p><b>Weekly Press Highlight #3 – DUE at the start of class</b></p>
Week 16: May 16 <sup>th</sup>	<p><b>Final Class &amp; Group Presentations</b></p> <p><b>In-Class – <u>FILM FESTIVAL</u></b></p> <p><b>Final Research Papers DUE MONDAY, MAY 23<sup>RD</sup> by 11:59pm via email to <a href="mailto:fatima.a.shama@gmail.com">fatima.a.shama@gmail.com</a></b></p>

*The goal of this assignment is to get you thinking, from a personal perspective, about the many issues we will treat in a more academic fashion throughout the semester.*

Write a 3-page essay in which you discuss your personal, if you migrated, or your family's, if your parents or grandparents migrated, immigration history and integration experiences in the United States and New York City. I encourage you to talk to relatives about these issues and include the conversations into your essay.

Here are some questions to consider:

1. Where did you/your family immigrate from? When?
2. Why did you/your family immigrate to the United States?
  - a. What factors "pulled" you/your family to the US?
  - b. What factors "pushed" you/your family from your native country?
  - c. Was migration a choice or forced?
3. What have you/your family's integration experience been like?
  - a. Where did you/your family settle? Why there?
  - b. How easy or difficult has it been for you/your family?
    - To learn English?
    - To enroll in school?
    - To find work?
    - To maintain cultural traditions and rituals associated with you/your family's native country?
  - a. Do you/your family participate in civic organizations in the US? Are you members of a religious community? Or a labor union? Or any other organization or community that would help influence your integration experience?
  - b. Have you/your family ever experienced prejudice because of your origins, accent, race/ethnicity, and or documentation status? Do you/your family participate in political affairs in the US? Is your family Naturalization? Elections?
4. Overall, how well do you think you/your family has integrated into US society? Please explain what factors you think helped or harmed the process? Personal or societal – help from family, or help from government or any other entity.