

HNRS 126W

Seminar 2: The Peopling of New York City

PLAS Category: Analyzing Social Structures (SS)

The study of population change in New York City – the central focus of this course – necessarily involves an examination of the historical development of the city, its relationship to the state and to the country at large. The course draws on the perspectives of history and sociology and urban studies to help students understand the importance of population change in New York's development. In the course, students will examine the relationship between past and present issues surrounding migration, immigration, race and ethnicity. Students will use a range of source materials including primary and secondary sources drawn from different social science disciplines. This will enable a comparative study of population groups across time, as well as an examination of the methods employed in social science research – including quantitative, qualitative and experiential approaches. This course is writing intensive – student research and writing will help them understand the ways the city's population has shifted over time, the impact of these shifts on the city, and the nature of social science research.

CUNY Honors College Seminar II
The Peopling of New York
Professor Jeff Maskovsky
HNRS 125, Section AM3WA
Spring 2006
M,W 10:50 - 12:05 PM
HC101C

COURSE DESCRIPTION

Welcome. In this second Honors College seminar, we will investigate the political, economic and social life of New York City from the point of view of its working class residents. We will focus in particular on the role that working people have played in shaping the city and the different ways that race, class, gender and ethnicity have shaped working-class institutions and politics. We will also look at factors that have driven and drawn people to New York in successive waves of immigration and the formation and social organization of working class neighborhoods such as the Lower East Side, Chinatown, Harlem, and Jackson Heights. During the semester, we will discuss scholarly debates over race, assimilation, and Americanization as well as those on labor movements, class and power. We will also complete a collective research project focusing on the New York City neighborhood of Jackson Heights.

The website that you design as part of our neighborhood project will be put on display by the Honors College and will be reviewed by CHC faculty and other Seminar II university scholars.

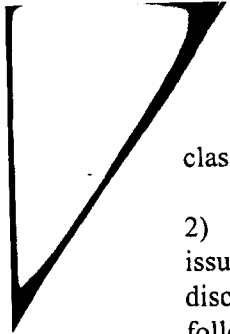
COURSE OBJECTIVES

The students will:

1. Learn the history of immigrant neighborhood life and politics in New York City from the post-war period to the present.
 2. Gain familiarity with a broad range of contemporary theories designed to explain assimilation, racial and ethnic conflict and class politics in urban America.
 3. Gain facility in presenting and discussing complex ideas in class and in written work.
 4. Learn to conduct ethnographic fieldwork and archival research and to critically analyze and present data.
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COURSE REQUIREMENTS

1) Class participation. This course is offered as a "reading seminar" wherein we have the opportunity to read and discuss foundational texts slowly, carefully, and critically. Each week we will read and discuss approximately 100 pages of text. Please come to class prepared to discuss the assigned readings, to ask questions, and to listen and respond to others' questions and comments. In addition, you will make several in-class presentations and will take turns leading class discussion. Guidelines for in-



class presentations and discussion facilitation are described below.

2) **Topical Paper Assignment.** You must submit one short (4-6 pgs) paper linking the conceptual issues we discuss at the start of the course with the concrete ethnographic and historical material discussed in subsequent weeks. Papers should be well argued, succinct and framed in terms of the following questions (pick one of two):

- a) If race is not a biological fact, what is it? Explain how racial categories and meanings have shifted over time in the United States. Drawing on historical and ethnographic evidence described in reading materials, explain how broader racial understandings and hierarchies shape intra- and inter-community conflicts in urban America.
- b) Is assimilation inevitable for all immigrants? Compare the different theories of assimilation and cultural pluralism. Use evidence from course readings to explain the factors that draw immigrants into mainstream cultural, political and economic institutions and the factors that encourage them to maintain their own separate institutions.

3) **Book Review.** You must write a short (4 to 6 pgs) book review about Freeman's *Working Class New York*. See the end of this syllabus for a more detailed description of this assignment.

4) **Neighborhood Project.**

Grading: Participation, 20%
 Paper, 25%
 Book Review, 25%
 Neighborhood Project, 30%

Please note also the following:

- Incompletes will not be granted, except in extraordinary circumstances and with proper documentation. After-the-fact requests for extensions and incompletes will not be considered. I really mean this.

SEMINAR FORMAT

Each week, **two** students will be responsible for making an in-class presentation and for leading class discussion.

Guidelines for In-Class Presentations:

The goal of each presentation is to show how scholarly work contributes to our understanding of racial, ethnic and class politics in New York City. Presentations should highlight the main theoretical suppositions of the texts, raise questions, and stimulate discussion. They should 1) begin with an overview of the presentation itself; 2) continue with a brief description and, if applicable, comparison of the theoretical frameworks discussed in the assigned texts; and 3) end with critical comments and/or a set of questions for group discussion. **Presentations should be less than 20 minutes long.**

Presenters need to be as flexible as possible in leading discussion. Sometimes a text is relatively straightforward or uncontroversial. It will be sufficient for the presenter to give a brief summary without the expectation of lengthy discussion. In other instances, however, texts can generate intense debate, especially in instances when they contradict the arguments or viewpoints raised in other texts. Often debates are great fun and lead to new insights. In rare instances, class discussion can get off on a tangent.

If this happens, presenters may need to refocus the group to the text at hand. There is sometimes a tendency for presenters to let the discussion ramble too far a field for too long. When you are leading discussion, do not be afraid to rein it in. Presenters should feel free to interrupt discussion politely in order to 1) keep the conversation on track; and 2) synthesize different positions on the table so that we can move on. I would like to meet with presenters in my office in advance of your in-class presentation.

Guidelines for Participating in Seminar Discussion:

Active classroom participation will be extremely important for this seminar, and we will work together to create a supportive and lively learning environment. Obviously, all of us – not just discussion leaders for the day – are responsible for reading the texts before class. If you normally have lots to say in your classes, I encourage you to participate enthusiastically. But be aware that others may want to talk, too. If you don't normally talk in your classes, feel free to bring notes or brief written comments to inspire you. In order to insure a good balance of participation by all seminar members, I ask everyone to pay close attention to the general group dynamic. For example, in the middle of a heated discussion it is important to make sure that everyone has a chance to talk.

Please note also that people come to this class with different kinds of academic expertise, different life experiences, and different styles (both personal and cultural). These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, because these differences are often related to social inequalities, they can also be a source of misunderstanding and frustration. It is thus important to keep in mind that active, respectful class participation is as much about listening to and engaging the ideas of others as it is about speaking one's own mind.

As your professor, I have established our learning objectives, and it is therefore my obligation to ensure to the best of my ability that we reach them. I will use a variety of classroom strategies to balance the sometimes-contradictory requirements of providing accurate summaries and commentary about the texts on the one hand and allowing as much free-flowing discussion on the other. At times I will guide class discussion. At other times I will allow discussion to progress without much intervention. Occasionally, I will interrupt a presentation to make a point. I may add summary or framing comments at the start or end of class.

REQUIRED READING

Joshua B. Freedman. 2000. *Working-Class New York* (New York: The New Press).

Nancy Foner. 2000. *From Ellis Island to JFK* (New Haven: Yale University Press).

Roger Sanjek. 1998. *The Future of Us All: Race and Neighborhood Politics in New York City*. (Ithaca, NY: Cornell University Press).

A required reading packet will be available for purchase at the beginning of the semester.

OFFICE HOURS

My office is Room 250M in Powdermaker Hall. My office phone number is 718-997-5129. My e-mail address is Jeff_Maskovsky@qc.edu. If you cannot make it during my office hours, please contact me by email or phone to schedule an appointment.

Mondays 12:30pm-1:30pm; 4:30pm-5:30pm Or by appointment
Wednesdays 9am-10:30am

Technology Fellow Helen Davis's office is in Honors Center Temp 2. Her e-mail address is hhdavis@gmail.com. If you cannot make it during the office hours listed below, please contact her by email to schedule an appointment.

Mondays, 10:30am-1:30pm
Wednesdays, 10:30am-1:30pm

ACADEMIC DISHONESTY AND PLAGIARISM

Queens College takes cheating and plagiarism very seriously; if caught you may fail the course and/or be suspended from the college. So don't cheat. This means that you should not take the words or ideas of another person and submit them without acknowledging the original author. Examples of plagiarism include taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together, without citing them, into a homework assignment. Taking phrases, paragraphs or papers from the internet and representing them as your own falls under this category. There are now sophisticated search engines that prove beyond a reasonable doubt when students have downloaded web-based material and submitted it as their own. You must always indicate when you have used an idea from someone else's work; anything else constitutes stealing from others and violates both the ethics of this class and established academic standards.

COURSE SCHEDULE

<u>Wk</u>	<u>Date</u>	<u>Discussion topics/Readings</u>	<u>Assignments</u>
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Wednesday, January 25, 5-9 pm: Freshman Forum
The Museum of the American Indian

1	1/30	Introductions	
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Part I: Defining Terms

- 1 2/1 **Race: Biological Fact or Social Construct?**
Lewontin, Richard, "A Question of Biology: are the races different?" In *Science for the People*, March/April 1982
Omi, Michael and Howard Winant "Racial Formations"
Brodkin, "How Jews Became White Folks"
- 2 2/6,
 2/8 **Ethnicity, Assimilation and Acculturation**
Michael Walzer, "What Does it Mean to be an 'American'"
Stephen Steinberg, "The Melting Pot and the Color Line"
Kasinitz et al. "Becoming American/Becoming New Yorkers"
Caroline Brettell, "Bringing the City Back In: Cities As Contexts for Immigrant Incorporation"
- First
Neighborhood
Project (NP)
Assignment is due
on 2/8*

Monday, February 13, 2006: No Class

- 3 2/15 **Class, Privilege and Power**
Steven Richard Higley, "Privilege, Power and Place"
Michael Zweig, "The Working Class Majority," Chapters 1 and 6.
- Second NP
Assignment is due
on 2/15*

Monday, February 20, 2006: No Class

Part II: Immigrants, Communities and Politics

- 4-5 2/22 **Migration, Global Capitalism and the City**
 2/27 Sanjek, Parts 1 and 2
 3/01 Foner, Who they Are and Why They Have Come, *From Ellis Island to JFK*
 Foner, Transnational Ties, *From Ellis Island to JFK*
 Foner, The Work They Do, *From Ellis Island to JFK*
 Foner, Immigrant Women and Work, *From Ellis Island to JFK*

**Sunday, March 5, 2006: Neighborhood Walking Tour,
Meet at 75th and Roosevelt in Jackson Heights**

- 6 3/6,
 3/8 **Immigrant Community Formation**
Kwong, New Chinatown, Chapter 2
Lee, Chapters 6 & 7, *Koreans in the Hood*
Foner, Where They Live, *From Ellis Island to JFK*
Foner, Going to School
- Third NP
Assignment is due
on 3/6*

**Monday, March 6, 2006: Technology Fair – Part II
Concourse Area, The Graduate Center**

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|-----|---------------------------------|---|--|
| 7-8 | 3/13,
3/15,
3/20,
3/22 | The City and Neighborhood Politics
Sanjek, Parts III, IV and Conclusion | <i>Fourth NP
Assignment is due
on 3/22</i> |
| 9 | 3/27
3/29 | In Class Work on Neighborhood Project | <i>Fifth NP
Assignment is due
on 3/29</i> |

Part III: The Making (and Unmaking) of Working Class New York

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|----|------------|---|--|
| 10 | 4/3
4/5 | Life and Labor in the Industrial Era
Freeman, Chapters 1 to 5 | <i>Your paper
assignment is due
on 4/3</i> |
| 11 | 4/10 | Labor Power, Social Welfare and the Welfare State
Freeman, Chapters 6 to 10 | |

**Happy Spring Break
No Class: April 12-23, 2006**

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|----|--------------|---|---|
| 12 | 4/24
4/26 | In Class Work on Neighborhood Project | <i>NP – Preliminary
Website due on
4/24</i> |
| 13 | 5/1
5/3 | Civil Rights and Worker Rights: Convergences and Divergences
Freeman, Chapters 11 to 14 | |

**Seminar 2 Exhibitions – Monday, May 8, 5pm,
8th Fl. Dining Commons, The Graduate Center**

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|----|--------------|---|---------------------------------------|
| 14 | 5/8,
5/10 | Backlash in the Post-Industrial City
Freeman, Chapters 15 to 18, Conclusion | |
| 15 | 5/15 | Review | <i>Book Review is
due on 5/15</i> |

Peopling of New York: Book Review Assignment
Due: 5/15

Assignment: As your final assignment for our course, you will write a review essay of Joshua Freeman's *Working Class New York*. The point of a scholarly book review is not to summarize the content of the book, but to situate the social scientific and/or historical merit of the book and to evaluate critically the author's purpose, thesis, contentions, and methods of analysis. Hence, the bulk of the body of your review essay will be a commentary on the book's contribution to our understanding of the peopling of New York City, and an evaluation of how convincing was the author's presentation of his thesis.

An essential feature of a good book review is the reviewer's ability to write concisely so that a comprehensive evaluation of the book can be obtained from a brief reading. So, do not write more, write more concisely -- find creative ways to communicate your critical evaluation of the book in a short essay.

Here's how the historian Jacques Barzun discussed the importance of the beginning of a book review:

The beginning, we know is important. The first [paragraph] should present an idea of interest to the readers If your first words are "This book . . ." they will not be able to distinguish your review from twenty others, and they will be entitled to conclude that you have not expended much thought on enlisting their attention. The opening statement takes the readers from where they presumably stand in point of knowledge and brings them to the book under review. The briefest possible description of its aim, scope, and place in the world therefore follows the baited opening sentence and completes the first paragraph. [Jacques Barzun, *The Modern Researcher*, 4th ed. (New York, 1985), 290.]

Among the features you will want to include in a strong review are:

- A discussion of the author's main contentions.
- An explanation of the type of sources Freeman used, and the methods he used in choosing and organizing those sources.
- An assessment of the strong points (or shortcomings) of the book.
- How does this book change the way we should think about the city and the people who inhabit it.

Finally, you will want to make references to specific portions of the book to illustrate your evaluation. The challenge will be to do as much of this as possible and yet not let it interfere with the restricted length of the essay. In other words, find creative ways to give examples from the book in a limited space. Obviously, quotations should be kept to a minimum, and should rarely exceed one sentence.

Writing Guidelines: 1. Your review should be 6-8 pages long, double-spaced and typed (standard essay format). 2. Following standard academic paper-writing practice, you must cite the specific sections of books or articles that you use in your paper. There are a number of standard ways to cite your references. Please pick one and use it consistently throughout your essay. 3. Although you will not be penalized for spelling and grammatical errors per se, they often make writing difficult to understand. Avoid these errors so that your essay will be clear. 4. Needless to say, do not plagiarize!!

HNRS 126: The Peopling of New York City

Queens College, Spring 2007
Time: Mondays 1.40 – 4.30pm
Room: Powdermaker Hall 202

Professor Sujatha Fernandes
Office: Powdermaker Hall 252Z
Office phone: (718) 997-2841
Email: sujatha.fernandes@qc.cuny.edu
Office hours: Mondays, 11 – 1pm

Instructional Technology Fellow: Helen Davis, hhdavis@gmail.com

Course Description

Successive waves of immigrant labor, from Eastern Europeans and Italians to Dominicans, Jamaicans, and Bangladeshis, have been vital to the functioning of the city. This course will explore the question, whose labor makes New York City function? During the 1940s and 50s, white ethnics filled the ranks of the factories and industries that fueled the city's growth. Under the new conditions of a post-industrial service-based economy, the street vendors, nannies, taxi drivers, busboys, and construction workers are mostly third world immigrants. During the course, we will be reading book-length case studies and chapters that cover the Chinese garment workers, Latino day laborers, Bangladeshi taxi drivers, Brazilian nannies, and African street vendors who comprise the city's service industry, and the Puerto Rican and Dominican drug dealers who find work at the margins of the formal economy. We will explore the ways in which gender, race, ethnicity, and class shape the experiences of immigrant workers. We will look at the changing ethnic landscape of the city through the prism of changing neighborhoods, such as Times Square, Chinatown, Little Brazil, Long Island City, and Harlem. During the course, we will also discuss new forms of collective action projects and unions formed by immigrant workers to assert their rights on the job.

During the course of the semester, students will work towards the preparation of a 20-page research paper that does a case study of one particular group of immigrant workers. During the first few weeks, students will identify their case study and do some initial library research, and we will apply for approval from the Institutional Review Board (IRB). Over the course of the semester, students will make contact with the subjects of their study and organizations, and they will visit sites. They will carry out ethnographic research, oral histories, interviews, and surveys, as relevant to their topic. In the last week, students will present their findings and then submit a final research paper. They will also present their findings on a collaborative website.

Course Requirements

Attendance in class and careful reading of the assigned readings are compulsory for the entire semester. Grades will be based on class participation and written work. To promote class discussion, students will write a 1 page response to the readings every week and post it to our web-based discussion board the night before class. We will spend the first half of class discussing the readings, and all students must participate in the discussion. We will spend the second half of each class focusing on the research projects, discussing research methods and strategies to be employed. Students must come to class each week prepared to report back on their progress with their research.

Required Texts

Xiaolan Bao (2006) *Holding Up More Than Half the Sky: Chinese women garment workers in New York City, 1948 – 92*, University of Illinois Press.

Jennifer Gordon (2005) *Suburban Sweatshops: The Fight for Immigrant Rights*, Harvard University Press.

Biju Mathew (2005) *Taxi! Cabs and Capitalism in New York City*, The New Press.

Assessment

1. Class participation, includes weekly postings (each 1 page) and active participation in class discussion (20%)
2. Website, includes collaboration in overall design and individual assignments that will be submitted as content for the website (20%)
3. Class presentation of research (10%)
4. Final research paper, **due May 21** (50%)

Research Projects

Select one case study that helps to answer the question, whose labor makes New York City function? You may choose to focus on domestic workers, restaurant workers, garment workers, street vendors, construction workers or any other immigrant group that is vital to the industry or service economy of New York City.

In your project you must investigate several questions:

History: What is the history of the particular industry that you are investigating? Is it a new occupation that has emerged or one with a long history? How has the racial and ethnic makeup of the industry changed over the last 50 years or so?

Background: What is the ethnic, racial, and gender makeup of the workforce you have chosen to investigate? What are the laws that structure the industry?

Conditions: What are the conditions under which these immigrant workers are employed, eg labor and health protections? What are the average hours worked, take-home pay?

Lives of workers: Are the immigrant workers primary care providers in their families? Do they send home remittances to their families? What is their relationship to their families back home? What is their relationship to their employers and fellow workers? What is the quality of their daily lives?

Organization: Are these immigrant workers unionized or protected by any organizations? Have they fought to improve their conditions of work in any way? What challenges are faced by immigrant workers who attempt to organize politically?

Policy Recommendations: What policy recommendations would you make to improve the lives of immigrant workers in this particular industry?

These questions will form the backbone of your research paper, but they will also be incorporated into the class website, that will focus on immigrant workers in NYC. Each student will have a link on the website connecting to their topic. You must submit the material for the website in three assignments, each one 3 pages long:

Website Assignment #1 History and Background **Due on 2/21**

Website Assignment #2 Ethnography or Oral History **Due on 3/12**

Website Assignment #3 Organization or Policy Recommendations **Due on 3/26**

The first step involved with doing research involving human subjects is gaining Institutional Review Board (IRB) approval. Here are the steps involved:

- 1) Complete a CITI training module and certificate online
- 2) Wait for IRB approval before conducting interviews
- 3) Use oral or written consent forms when carrying out interviews

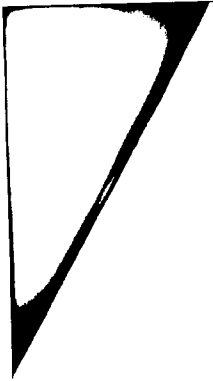
If you have any questions about the IRB process, you may get in touch with the following people at the Queens College IRB:

Nancy Hemmes. Telephones: 718-997-3561 or 718-997-5818

Email: nancy.hemmes@qc.cuny.edu

Lynn Howell. Telephone: 718-997-5262

Email: lynn.howell@qc.cuny.edu



One of the early steps in your project will be to get in touch with any local groups that work with these workers. Here is a list of some resources:

Local Organizations

Latin American Workers Project

Oscar Paredes Morales

Tel: (718) 628 6222

<http://latinamericanworkers.tripod.com/lawp/>

Chinese staff and workers association

Wing Lam

Tel: (212) 334-2333 / (212) 619-7979

<http://www.cswa.org/www/index.asp>

Domestic Workers United

Tel: (718) 220-7391 x 11 or 23

Email: domesticworkersunited@gmail.com

CAAAY: Women Workers' Project

<http://www.caaav.org/projects/wwp>

Make the Road by Walking: Workplace Justice

<http://maketheroad.org/programs/organizing/workplace/>

Email: organizing@maketheroad.org

Andolan: Organizing South Asian Workers

Tel: (718) 426-2774

<http://www.andolan.net/>

Street Vendor Project

Tel: (646) 602-5679, (646) 602-5681

http://streetvendor.org/public_html/

Workplace Project: Long Island

Tel: (516) 565-5377

<http://www.workplaceprojectny.org/>

Internet Sources

NY State Department of Labor

www.labor.state.ny.us

Occupational Safety and Health Administration

www.osha.gov

U.S. Bureau of Labor Statistics
www.bls.gov

U.S. Department of Labor
www.dol.gov

Center for the Study of Labor and Democracy
www.hofstra.edu/cld

Industrial Relations Research Association
www.irra.uiuc.edu

Labor Research Association
www.laborresearch.org

Brennan Center for Justice
www.brennancenter.org

Center for Labor and Employment Law, NYU
www.law.nyu.edu/laborcenter

New York City Central Labor Council
www.nyccclc.org

New York Municipal Workers, DC 37
www.dc37.net

Group for the Study of Working Class Life
www.workingclass.sunysb.edu

Industrial Relations Research Association
www.irra.uiuc.edu

Labor Research Association
www.laborresearch.org

Late Policy

All written work is due in on the specified date, and extension will only be given in cases of illness (which must be accompanied by a doctor's certificate) or an emergency. Otherwise, do not email me to ask for an extension. Late papers will be automatically penalized one grade point for every two days beyond the deadline, including weekends (one grade point means A to A-, or B+ to B).

Schedule of classes

1/29 Week 1: Introduction

Selecting a research topic, contacting groups, doing library and internet research

Issues of ethics and moral responsibility in field research.

Handout: "Ethics and Moral Responsibility" in Luke Lassiter, *The Chicago Guide to Collaborative Ethnography*

Gaining IRB approval and doing CITI training

Immigration and Labor: History and Background

2/5 Week 2: Nancy Foner (2000) *From Ellis Island to JFK*, Yale University Press, Chpts 1, 3, pp 9 – 35, 70 – 107 (E-reserve)

Helen Davis: Introductory Web Design Session
Brainstorm on web page

Complete CITI training online and bring certificate

2/15 Week 3:

"The decline and rise of the New York economy," Mathew Drennan, in John Mollenkopf and Manuel Castells (1991) *Dual City: Restructuring New York*, Russell Sage Foundation, Chapt 1, pp 25 – 41 (E-reserve)

"The changing ethnic/racial division of labor," Thomas Bailey and Roger Waldinger, in John Mollenkopf and Manuel Castells (1991) *Dual City: Restructuring New York*, Russell Sage Foundation, Chapt 2, pp 43 – 78 (E-reserve)

"The Independent Workers Center Movement," in Vanessa Tait, *Poor Workers' Unions: Rebuilding Labor From Below*, South End Press, Chapt 5, pp 129 – 160 (E-reserve)

Film showing: La Ciudad (David Riker, 1999)

Neighborhood Tour: Street vendor tour of NYC, with James Williams, street vendor and board member of Street Vendor Project, date TBA

Chinese Garment Workers, Gender, and the Family

2/21 Week 4: Bao, *Holding Up More Than Half the Sky*, Chapters 2, 3, pp 27 – 72.

Identifying subjects and doing interviews

Website Assignment #1 due History and Background

2/26 Week 5: Bao, *Holding Up More Than Half the Sky*, Chapters 5, 6, pp 89 – 142.

Doing ethnographic research

Read “Defining a Collaborative Ethnography,” in Luke Lassiter, *The Chicago Guide to Collaborative Ethnography* (Available on Blackboard).

3/05 Week 6: Bao, *Holding Up More Than Half the Sky*, Chapters 9, 10, pp 197 – 244.

Doing oral histories

The Workplace Project: Immigrant Workers in Long Island

3/12 Week 7

Gordon, *Suburban Sweatshops*, Introduction, Chapt 1, pp 1 – 66.

Film showing: Farmingville (Carlos Sandoval and Catherine Tambini, 2004)

Website Assignment #2 due Ethnography or Oral History

3/19 Week 8

Gordon, *Suburban Sweatshops*, Chapt 2, 3, 67 – 147.

Guest speaker: Omar Antonio Henriquez, Workplace Project, Long Island

Street Vendors, Busboys, and Domestics

3/26 Week 9:

“West Africans: Trading Places in New York,” Foner, *New Immigrants in New York*, Chapter 8, pp 229 – 250 (E-reserve)

“The Chinese and the American Labor Unions,” Peter Kwong (1996) *The New Chinatown*, Hill and Wang, Chapter 8, pp 137 – 159 (E-reserve)

“Home is Where the Work is: Inside New York’s Domestic Work Industry” online summary, <http://www.domesticworkersunited.org/>

Guest speaker: Joyce Campbell, Domestic Workers United

Website Assignment #3 due Organization or Policy Recommendations

4/16 Week 10:

“Making a Living,” Maxine Margolis (1994) *Little Brazil*, Princeton University Press, Chaps 5 – 7, pp 109 – 166 (E-reserve)

In class presentation of web-site

New Immigrants in a Service Economy: South Asian Taxi Drivers

4/23: Week 11: Mathew, *Taxi!* Prologue, Chaps 2, 3, pp 1 – 10, 39 - 82.

In-class Workshop: Writing research papers, CUNY Writing Fellow

4/30 Week 12: Mathew, *Taxi!* Chapt 5, pp 107 – 141.

Guest speaker: Biju Mathews, author of *Taxi!*

5/07 Week 13: Mathew, *Taxi!* Chapter 6, pp 143 – 176.

Class presentations of research projects

Drug Dealers and the Underground Economy

5/14 Week 14:

Philippe Bourgois, *In Search of Respect: Selling Crack in El Barrio*, Cambridge University Press, Chapt 4, pp 114 - 173 (E-reserve)

Class presentations of research projects

Final research papers due, May 21

Please note: Syllabus is subject to change

**CUNY Honors College Seminar 2 – Queens College
The Peopling of New York, Spring 2008**

Professor Tarry Hum
HNRS 126W 9W3
Monday 9:15am – 12:05pm

Office Location and Hours: Powdermaker Hall, Room 250N, Wednesday 12:30-2:30pm
Telephone: (718) 997 5124 **Email:** Tarry.Hum@qc.cuny.edu or tarryhum@alum.mit.edu

Course Description:

Immigration is once again renewing the economic and demographic landscape of the United States. As the quintessential immigrant gateway city, New York City provides a rich site to study the impacts of post-1965 immigration in transforming urban life. The Honors College Seminar 2 provides a survey of contemporary debates and research topics in immigration and urban studies. In addition to introducing the unprecedented ethnic and racial diversity of post-1965 immigration, this class will engage in a comparative study of immigrant incorporation in urban labor markets, neighborhood and community formations, immigrant economies and entrepreneurship, race and ethnic relations, transnational social practices, political incorporation and coalition building, and second generation mobility.

Course Objectives:

1. Understand key research areas and current debates in immigrant incorporation and urban development especially in a post-1965 political economic context.
2. Gain familiarity with a range of contemporary theories on the immigrant experience including the concepts of ethnic succession, segmented assimilation, transnationalism, enclaves and ethnic economies.
3. Gain facility in presenting and discussing complex ideas in class and in written work.
4. Learn to prepare a comprehensive community study by gaining experience in ethnographic fieldwork, data analysis, and archival research.

Course Requirements:

You are expected to do the assigned readings and actively participate in class discussions. All the assigned readings except for our two required texts are posted on our class Blackboard. Each class session will begin with two students who will present a brief summary of the readings by highlighting (comparing/contrasting) major theme(s) and research methodologies followed by a critique or commentary and three to five questions to initiate class discussion. **These presentations should not be longer than 30 minutes.** You will hand in (individually or jointly) the reading summary/critique and discussion questions.

Two take home examinations comprised of two essay questions will be based on readings, class discussions and films, and comprise a total 50% of your final course grade. You will have one week to complete each exam and completed exams must be submitted by the following class. I will not accept late exams. **There will be NO exceptions.** The neighborhood project on Flushing, Queens will make up the remaining 30% of your final course grade.

Participation/Reading Discussion Notes/Questions	20%
Midterm Exam	25%
Final Exam	25%
Neighborhood Project	30%

Required Books:

Foner, Nancy. 2005. From Ellis Island to JFK: New York's Two Great Waves of Immigration, New York, NY: Russell Sage Foundation.

Immanuel Ness. 2005. Immigrants, Unions, and the New U.S. Labor Market. Philadelphia, PA: Temple University Press.

Course Outline:

January 30

Introduction

Freshman Forum - 5-8pm
Joe Salvo, Director of New York City's Population Division
Graduate Center, Proshansky Auditorium

February 6

Demographic and Economic Transformations

Abu-Lughod, Janet. 1999. Chapter 10, "The New York Region: Expanding, Contracting, and Restructuring," in New York, Chicago, Los Angeles: America's Global Cities. Minneapolis, MI: U of Minnesota Press.

Waldinger, Roger. 1999. "Immigration and the American City," in Ida Simon-Barouh and Veronique De Rudder, Migrations internationales and relations interethniques: Recherche, politique, et societe, Paris, Harmattan, pp. 190-233.

Foner, Nancy. 2000. Chapter 1, "Who They Are and Why They Have Come," in From Ellis Island to JFK: New York's Two Great Waves of Immigration, New York, NY: Russell Sage Foundation.

February 13

Immigrant Neighborhoods and the Global City

Marcuse, Peter. 1997. "The Enclave, the Citadel, and the Ghetto: What has Changed in the Post-Fordist US City." Urban Affairs Review, 33, 2: 228-264.

Logan, John R., Richard D. Alba and Wenquan Zhang. 2002. "Immigrant Enclaves and Ethnic Communities in New York and Los Angeles," American Sociological Review, 67: 299-322.

Foner, Nancy. 2000. Chapter 2, "Where They Live," in From Ellis Island to JFK: New York's Two Great Waves of Immigration, New York, NY: Russell Sage Foundation.

February 20 Chinatowns, Enclaves, and Ethnoburbs

Zhou, Min. 2001. "Chinese: Divergent Destinies in Immigrant New York," in New Immigrants in New York, ed., Nancy Foner, New York, NY: Columbia University Press.

Smith, Christopher J. 1995. "Asian New York: The Geography and Politics of Diversity," International Migration Review, Spring, Vol. 29, No. 1.

Li, Wei. 2005. "Beyond Chinatown, Beyond Enclave: Reconceptualizing Contemporary Chinese Settlements in the United States," GeoJournal, 64, 1: 31-40.

February 27 Flushing Neighborhood Tour

March 5 Latinization and Barrio Urbanism

Lobo, Arun Peter, Ronald J. O. Flores, Joseph J. Salvo. 2002. "The Impact of Hispanic Growth on the Racial/Ethnic Composition of New York City Neighborhoods." Urban Affairs Review, May, 37, 5: 703-727.

Miyares, Ines M. 2004. "Changing Latinization of New York City," in Hispanic Spaces, Latino Places: Community and Cultural Diversity in Contemporary America, ed., Daniel D. Arreola, University of Texas Press.

Hum, Tarry. 2002. "Asian and Latino Immigration and the Revitalization of Sunset Park, Brooklyn," in Intersections and Divergences: Contemporary Asian Pacific American Communities, edited by Linda Vo and Rick Bonus, Philadelphia, PA: Temple University.

March 12 West Indian Community Formations

Crowder, Kyle. 1999. "Residential Segregation of West Indians in the New York/New Jersey Metropolitan Area: The Roles of Race and Ethnicity," International Migration Review, 33, 1: 79-113.

Kasinitz, Philip and Milton Vickerman. 2001. "Ethnic Niches and Racial Traps: Jamaicans in the New York Regional Economy," in Migration, Transnationalization, and Race in a Changing New York, eds., Hector R. Cordero-Guzman, Robert C. Smith, and Ramon Grosfoguel, Philadelphia, PA: Temple University Press.

Rogers, Reuel R. 2004. "Race-Based Coalitions Among Minority Groups: Afro-Caribbean Immigrants and African-Americans in New York City," *Urban Affairs Review*, 39, 3: 283-317.

Sanjek, Roger. 2000. "Color-Full before Color Blind: The Emergence of Multiracial Neighborhood Politics in Queens, New York City," *American Anthropologist*, 102, 4: 762-772.

April 23 **Spring Break**

April 30 **Urban Redevelopment and Gentrification**

Kennedy, Marie, Mauricio Gastón, and Chris Tilly. 1990. "Roxbury: Capital Investment or Community Development?" in *Fire in the Hearth: The Radical Politics of Place in America*, eds., Mike Davis, Steven Hiatt, Marie Kennedy, Susan Ruddick, and Michael Sprinker, Verso.

Theodore, Nik and Nina Martin. 2007. "Migrant Civil Society: New Voices in the Struggle over Community Development," *Journal of Urban Affairs*, 29, 3: 269-287.

Fainstein, Susan. 2005. "The Return of Urban Renewal: Dan Doctoroff's Grand Plans for New York City," *Harvard Design Magazine*, Spring/Summer, 22.

HC Seminar 2 Exhibitions – Tuesday, May 6, 5-8pm
Graduate Center, Proshansky Auditorium

May 7 **Transnationalism**

Foner, Nancy. 2000. Chapter 6, "Transnational Ties," *From Ellis Island to JFK*, Yale University Press, pgs. 169-187.

Film: My American Girls

May 14 **Second Generation and Segmented Assimilation
Take Home Final Exam Distributed**

Gans, Herbert. 1992. "Second Generation Decline: Scenarios for the Economic and Ethnic Futures of the Post-1965 American Immigrants," *Ethnic and Racial Studies*, 15, 2: 173-192.

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants," *The Annals of the American Academy of Political and Social Sciences*, 530, November: 74-96.

Kasinitz, Philip, John Mollenkopf and Mary C. Waters. 2002. "Becoming American/Becoming New Yorkers: Immigrant Incorporation in a Majority Minority City," in *International Migration Review*, 36, 4: 1020-1036.