Ethnic Studies 289: Comparative Immigrations

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Office hours: Monday 2:30-4:30 & Wednesday 2-3

Course description:
This class will focus on immigration to the United States. It will examine immigration as a site of racialization and as such will examine different immigrant groups, such as Mexicans, Chinese, Japanese, and Europeans, to see how they became thought of as racialized groups within a US racial paradigm. The class will examine various institutions such as the law, health, and the academy, to see how they helped construct the contours of how we think about immigration. We will use readings from across the disciplines to see what different methodologies can offer.

Books to purchase:
These books can be purchased at Groundworks (858.452.9625) and are on reserve at Geisel library.


Grading:
Leading class discussion: 20 %
Participation: 40 %
Final Paper draft, due week 8: 20 %
Final Paper: 20 %

Leading class discussions- Students will take turns leading class discussion. The goal is to identify the most important concepts in the readings and create a discussion around them. You are also encouraged to bring in outside materials to illustrate the points/concepts we are discussing. I will give you a written evaluation.

Participation: You should come prepared to participate in every class discussion. I will call on people. E-mail responses are also a way to see how you are engaging the texts before class. These should not be summaries of the text. Instead, identify the main arguments of the text,
think about how this fits into the goals of the course, and pose some questions. Make sure you cite the author if you quote or paraphrase him/her.

**Final paper:** Pick one of the main themes we have discussed in class and write a 10-12 page paper. It is fine if the paper is part of our masters or dissertation project. The paper, however, should heavily engage the texts used in the course. Please turn in a draft during week 8. The paper is due Tuesday of finals week.

**Week 1: Immigration and its fields:**
* The articles can be found on e-reserve.


**Week 2:**


**Week 3:** What do we mean when we say race is socially constructed? What are the debates around whiteness?

How did the category “white” arise and how has it changed over time? Pay specific attention to the time period 1840-1920. What is the relationship of whiteness to citizenship? How have the law and science shaped categories of whiteness? How is the category “white” established? Which immigrant groups are classified as “white” and which institutions and/or processes determine that?


**Week 4: On Citizenship, Part I:**
Why is 1924 such a pivotal moment? How do different groups embark on different paths of racialization after 1924?


**Week 5: Limits of the Melting Pot Theory, Part I**


**Week 6: Limits of the Melting Pot Theory, Part II**


**Week 7: On Citizenship, Part II:**


**Week 8: Sexual and Racial Borders**
217-242).


**Week 9: Transnationalism:**


**Week 10: Suspended in Becoming Mexican-American**


