

**Ethnic Studies 118: Comparative Immigration
Spring Quarter 2005**

Prof. Natalia Molina

Office: Social Science Building 226 (next to RIMAC)

Mailbox: Department of Ethnic Studies, Social Science Building 201

E-mail is the best way to contact me: nmolina@weber.ucsd.edu

*Please write "118" in the subject line or the e-mail might be directed to my spam folder

Office Phone: 858.822.1580

Office hours: Tuesday/Thursday 3:30-5 and by appointment

Overview of Course: This course will examine the social and historical specificities around immigration and migration. We will consider how various factors, from immigration laws to the political economy, affected how newcomers were incorporated (or not) into the U.S.'s prevailing racial hierarchy. We will examine the legacy of such (im)migration in terms of power and structural inequality. In the process of studying (im)migration, we will take into account how such processes affected racial and ethnic categories. Did they hold the same meaning across time and throughout the U.S.? If not, what major factors influenced change? How do our notions of race transcend the individual's understanding and become embedded into institutions and part of our national racial lexicon? How do institutions reflect and sustain these racial norms?

Required Texts:

Yu, Henry. *Thinking Orientals: Migration, Contact, and Exoticism in Modern America*.

Oxford: New York: Oxford University Press, 2001

Lee, Erika. *At America's Gates Chinese Immigration During the Exclusion Era, 1882-1943*.

Chapel Hill: University of North Carolina Press, 2003.

Nevins, Joseph. *Operation Gatekeeper: The Rise of the "Illegal Alien" and the Making of the*

U.S.-Mexico Boundary. New York: Routledge, 2002.

Espiritu, Yen Le. *Home Bound: Filipino American Lives across Cultures, Communities, and*

Countries. Berkeley: University of California Press, 2003

- Ethnic Studies 118 Reader sold by University Readers.

All books are available at Groundworks Bookstore, 858.452.9625. Readers are for sale through University Readers, info@universityreaders.com, 1.800.200.3908.

University Readers representatives will bring readers to lecture the first few class sessions. The books and the reader will be on reserve in the library.

Creating a learning environment: Only a portion of what you learn in this course will be from your instructors and the readings. Your classmates will play an instrumental role in your learning experience. As such, come to class prepared and be ready to join in the conversation. The more involved you become, the more you will gain. Support your opinions with what you learned in the readings, sections, and lecture. Benjamin Franklin once said, “Seek first to understand, then to be understood.” Listen carefully to others before you decide where you stand in relation to their argument and how to respond in a respectful and productive manner. Please also refer to UCSD’s Principles of Community, <http://www.ucsd.edu/principles/>

Grading:

Group presentations throughout the quarter, 30 %

Position Paper on 1924 Immigration Act and in-class debate, Week 3, 10 %

Group presentation or paper in-class, Week 6, 25 %

Position Paper on Immigration and in class debate, Due in Class Week 8, 10 %

Final Paper, due date of scheduled final, 25 %

ASSIGNMENTS:

Group Presentation: Be the Professor: Show me how you want to be taught.

Beginning Week 2, we will begin in-class presentations. Student groups comprised of four will present on that week’s readings. The goal of the presentations is to teach your fellow students the *concepts* in the readings. You can do this by finding a creative way to go over the readings, presenting questions, doing a presentation, facilitating a discussion, or any other creative way you like. You can teach the concepts in the readings through songs, poetry, fiction, photos, art, and murals. You can rely on the readings but you should bring in outside materials. For example, when reading about the rise of scientific anti-immigrant racialism in *White on Arrival*, you may decide to present the works of leading eugenicists of the time, like Madison Grant, and raise questions about how scientific reasoning influences are thinking today. Or you may explore issues related to immigration law by visiting the U.S. Citizenship and Immigration Services website (<http://uscis.gov/graphics/index.htm>). You can also present on some of the primary sources mentioned in the readings. The presentations should be 45 minutes long. You will be graded on mastery of the material, preparation, and presentation style. Of course, I am available during office hours for consultation on your presentations.

Helpful websites for your presentations include:

The Library of Congress webpage on “Immigration in American Memory”:
<http://lcweb2.loc.gov/ammem/ndlpedu/features/immig/immig.html>

The National Immigration Forum

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

Website about Jane Addams and Hull House:

http://www.uic.edu/jaddams/hull/hull_house.html

The Borderlands Encyclopedia (this source directs you to relevant websites)

<http://www.utep.edu/border/>

North American Immigrant Letters, Diaries, and Oral Histories [UCSD Only]

Database includes approx. 37,500 pages of information providing a personal view of what it meant to immigrate to America and Canada between 1800 and 1950. In some cases, users can listen to the actual audio voices of the immigrants.

<http://www.alexanderstreet2.com/imldlive/> (You can access this website by going to the UCSD libraries main page, going to databases, and then this collection)

Debate Position Paper: We will have two debates, one in Week 3 and one in Week 8. The first will ask you to get at all the arguments relating to the 1924 Immigration Act. Students will be split into groups: The head of the immigration committee, senators in favor of the 1924 Act and those against it. They will take into account the position of eugenicists, anthropologists (Franz Boas), large scale employers, special interest groups, etc.

The second debate will be on whether or not there should be a statute of limitations on illegal entry during.

You will come prepared with a 2-page position paper on the issues raised in the lecture and readings. You should bring in any visual aids that you think will help your position. Each student should present convincing, well-researched positions regardless of their personal feelings on the subject.

Final Paper: In lieu of a final, you will turn in a paper on the issues raised in Parts II and III of the course.

Extra credit: Extra-credit assignments are worth up to 1 point added to your final score in the course. See syllabus for possibilities for extra credit. You may turn in up to 3 extra credit assignments. Extra credit can also be earned through written reports on the lectures given at the Center for Race and Ethnicity's weekly colloquium held on Wednesdays from 3-5 PM in Cross-Cultural Studies. Reports are due within one week of the lecture.

Late Policy: I deduct 10 points from papers for every 24 hours they are late. There is no way to accommodate lateness or absence for group assignments. If you do not participate in them, you will receive a zero.

If you have a medical emergency, please produce a doctor's note and I will do my best to work with you.

Readings: You should complete the readings for the week by class on Tuesday. Your preparation will help you get the most out of lectures and presentations. Your objective is to draw the connections between the readings, lectures and presentations. The lectures will review some of the key concepts in the readings, but they will not be a review of the readings.

Missed classes: There are only 10 classes which means if you have to miss, you need to make up the class by turning in a 2-3-page paper organized around the themes of the readings within one week of the class you missed. The paper should be an analysis of the main theories introduced in the readings, not a summary. Failure to turn in the paper will result in the deduction of 10 points off of your total score in the course. You may only miss one class.

Schedule and Assignments:

Part I: Week 1: What do we mean when we say race is socially constructed?

Readings: Frye Jacobson, "The Fabrication of Race," introduction to *Whiteness of a Different Color* (Reader)

Week 2: 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?

Readings: Frye Jacobson, "Free White Persons' in the Republic, 1790-1840," "Anglo Saxons and Others, 1840-1924," and "The Fabrication of Race," (if you have not already done so), (Reader), 1-90.

Week 3: The Complex Contours around the 1924 Immigration Act

Why is 1924 such a pivotal moment? How do different groups embark on different paths of racialization after 1924?

Readings: Guglielmo, "The White Peril of Europe" (Reader) pgs. 59-75.

Desmond King, "Enacting National Origins," (Reader), pgs. 199-228.

Kevin Johnson, "Immigration and Civil Rights in the United States," (Reader), pgs. 1-12.

Matthew Pratt Guterl, "Salvaging a Shipwrecked World," (Reader), pgs. 14-67.

Week 4: Medicalized Nativism

Readings: Amy Fairchild, "Policies of Inclusion: Immigrants, Disease, Dependency, and American Immigration Policy at the Dawn and Dusk of the Twentieth Century" (Reader), 528-539.

Dorothy Roberts, "Who May Give Birth to Citizens?: Reproduction, Eugenics, and Immigration," (Reader).

Alexandra Stern, "Buildings, Boundaries, and Blood: Medicalization and Nation-Building on the U.S.-Mexican Border, 1910-1930," (Reader), 41-81.

Week 5: Limits of the Melting Pot Theory

Henry Yu. *Thinking Orientals: Migration, Contact, and Exoticism in Modern America*, pages 15-90, Chapter 2 optional.

Week 6: Thinking About Race Comparatively

Now that we have read about different racialized groups, entering the United States through various borders, who were differentially included in the United States, it's time to think about race comparatively. The material in Part I of the course also asked us to think about how immigration in the past has shaped our understanding of racial categories. You will either opt for a second group presentation on one of these topics or write a paper on it.

Part II: Gatekeeping and Gatekeepers

Week 7: Readings: Lee, Erika. *At America's Gates Chinese Immigration During the Exclusion Era, 1882-1943*, **Parts I, II, IV**

Film: "Raids and Rights: INS Activity in Washington"

Week 8:

Readings: Joseph Nevins. *Operation Gatekeeper: The Rise of the "Illegal Alien" and the Making of the U.S.-Mexico Boundary*, Chapter 1-5, and 8.

Film: "In the Shadow of the Law"

Tuesday: Bring your paper on illegal immigration and be prepared for an in class debate.

Part III: Immigration within a Transnational Context

Week 9:

What is transnationalism and what are the different approaches to studying it? What are colonialism and neocolonialism and what do they have to do with transnationalism?

Readings: Yen Le Espiritu, *Home Bound: Filipino American Lives across Cultures, Communities, and Countries* Chapters 1-3, and 7.

Week 10: Wrap-Up Lecture.

Readings: Yen Le Espiritu, *Home Bound*, Chapter 10