Human migration is as old as humanity itself; the nation-state system of borders and passports is but a few centuries old. Political movements, media reports, and changing conceptions of race, ethnicity, and citizenship testify to the ways international migration has challenged one of the basic elements of the modern world: a rationalized system of nation-states, able to exercise sovereign control over identities, economies, and territories.

This course teaches students how to think about these developments. In so doing, it takes the perspective that migration has shaped and been shaped by economics, politics, policies, identities, cultures, and mentalities throughout the globe. Thus, reading assignments, lectures, and in-class activities span a variety of disciplines and examine different types of sources, including academic books and articles in history and the social sciences, first-person migration narratives, literature, and photography.

The course focus on the periods known as modernity and postmodernity, roughly 1700s to the present. It is organized both chronologically and thematically, helping students understand how global migration and its associated phenomena have changed over time, and therefore, how they might change again in the future. Lectures and readings will provide a global perspective but focus on case studies, often using the methodology of comparison to better understand the issues at hand.

**Course objectives**

Upon successful completion of this course, students will be able to:

- critically analyze contemporary debates about race and immigration with historical reference points and global perspectives
- discuss the basic economic and political factors that have contributed to global migration
- compare the evolution of different migration policy regimes across the globe, understanding the causes and consequences of each
- think transnationally
- develop and articulate their own views about global migration in persuasive, evidence-based argumentative essays
• Write with improved precision and analysis

Work and assignments for undergraduate students

Reading and reading response for each class meeting (20% of grade), and class participation (10% of grade)
Students will be expected to read 30-60 pages of primary and/or secondary material or a longer selection of literature for each class meeting, and to write a substantive paragraph in response to a guiding question. The paragraph should contain strong analysis with specific examples from the reading, but need not be grammatically perfect. An extended reading response on the novel American Visa will be worth twice as much as the others. Responses are due 30 minutes before the start of class. Students may skip three reading responses with no penalty to their grade.

Students will also be expected to participate actively in class discussions and small group activities. Speaking up in class does not come naturally to every student; yet, it is a critical part of the learning experience for you and your peers. Students who are reluctant to speak in class are encouraged to visit office hours early in the term to discuss their concerns and jointly establish a strategy for increasing class participation. Regular and punctual class attendance is a part of the class participation grade. You do not need to alert the professor for one-off absences, but if a major life issue causes repeated absences (see “Late work and missed exams” section), please come to office hours with documentation of the issue to discuss it with the instructor.

Three-part paper assignment: Part I – narratives of migration paper (10% of grade), Part II - historical evaluation paper (10% of grade), and Part III - final revision (15% of grade)
The paper assignments build upon each other, offering students the opportunity to improve their writing via multiple revisions. The first assignment, which should be 2-3 pages long, requires students to select a modern nation-state and analyze primary sources to describe two competing narratives of that nation-state’s historical relationship to migration (immigration, emigration, or both). The professor will provide feedback on writing and analysis. Students will then revise the first paper and build upon it, using secondary sources to evaluate the validity of the two competing narratives in the history of the selected nation-state. The final paper will be 7-8 pages long.

Midterm (15% of grade) and Final (20% of grade) exams
The midterm exam will last 60 minutes and will consist of IDs and short essays. The final exam will last 105 minutes and will consist of IDs and short essays from the second half of the class, and one longer cumulative essay that requires students to draw on material from the entire quarter. Daily outlines will serve as students’ study guides. After exams are turned in, we will use the remainder of the allotted time to review the exam together so that students may learn from these assessments in a timely fashion.

Work and assignments for graduate students
Graduate students will have the same assignments as outlined above for undergraduates, with the exception of the major paper. Rather than three papers, graduate students will have a single 20-25 primary source-based original research paper due on the last Friday of the term, which will
count for 35% of their final grade. Graduate students must discuss their topic and sources with the instructor early in the term.

Class policies

Distraction-free class environment
Research shows that all of us (including your professor) have ever shorter attention spans thanks to our smart-phones, iPads, and laptops. Research also shows that students who take notes by hand perform better than those who take notes on their laptops (see studies posted on Blackboard). Therefore, our classroom will be a device-free oasis from distraction, during which we focus on the material at hand, the professor and our classmates. E-readers whose functionality is limited to reading (like the cheaper Kindles) are permitted for students who have downloaded class reading material on them, but all other electronic devices must be off during class. We will discuss note-taking strategies to ensure that students are able to benefit from this policy even if it is a change of pace for them. On the other hand, research also shows that electronic devices can enhance the quality of group work, so on days when group work is scheduled, the professor will inform students in advance that they may bring their devices that day and plan to use them.

Email communication
I will be sending frequent emails via the BB system; you are expected to keep your email address updated in that system and to read your emails from me at least once per day. In the event that my office hours are cancelled or change, I will let you know via BB.

Late work and missed exams
The intent of the late work policy is to acknowledge students’ complex lives while also creating accountability. Because reading responses are designed to help students prepare for class, they will not be accepted late. On the other hand, written essays may be turned in late with a penalty of 5 percentage points per 24-hour period, to a maximum of 10 days late at which time the grade becomes a zero. Students who have experienced illness or injury, or the death, injury, or serious illness of an immediate family member are encouraged to provide written documentation for these legitimate excuses, at which time the professor will set a firm alternate deadline with no penalties. Mental health challenges, when under the treatment of a professional, are legitimate medical excuses if appropriately documented. Make-up exams must be scheduled as far in advance as foreseeable, and will be offered only for one of the preceding reasons or due to unavoidable religious observances, jury duty or government obligation, or official university activities (artistic performances, intercollegiate athletics, etc.). Students who miss an exam without providing, in advance, written documentation of one of the above circumstances will receive a zero on the exam.

Cheating, plagiarism, and other academic misconduct
All work submitted in this course must be your own and produced exclusively for this course. Building on work from a previous course may be permissible but will constitute plagiarism if not discussed with the professor in advance. The use of sources (ideas, quotations, and paraphrases) must be properly cited (see Blackboard for course citation policies), and anything not inside quotation marks must be substantively paraphrased. Additional advice for avoiding plagiarism is available at www.libweb.uoregon.edu/guides/plagiarism/students.
The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act.

Schedule of classes and readings

Part I: The Origins of “International” Migration

3/31 Introduction to class

4/2 “Race”  
Frederickson, *Racism: A Short History*, 17-46

4/7 Pre-Modern Migrations: Diversity before the Nation-State  
Hoerder, “Ottoman Society, Europe, and the Beginnings of Colonial Contact,” *Cultures in Contact*, 108-134

4/9 Introducing the Nation-state - *Class meets in Knight Library room 36 (Studio A)*  
Reading: U.S. Declaration of Independence, 1776:  
http://www.ushistory.org/declaration/document/  
Declaration of the Rights of Man, France, 1789:  
http://avalon.law.yale.edu/18th_century/rightsof.asp  
Benedict Anderson, *Imagined Communities*, 1-46

Part II: Migration, Modernity, and the Rise of Nation-States

4/14 Making the nation through migration policy - *class meets in Knight Library room 36 (Studio A)*  
Rénique, “Race, Region, and Nation: Sonora’s Anti-Chinese Racism and Mexico’s Post-Revolutionary Nationalism,” *Race & Nation in Modern Latin America*, 211-236

4/16 The colonies come home  
Ngai, “From Colonial Subject to Undesirable Alien: Filipino Migration in the Invisible Empire,” *Impossible Subjects*, 96-126  
Guest lecture: Arafat Valiani, History department

Paper #1 (Narratives of migration) due via BB by 5 p.m. on Friday 4/18

4/21 World War I, the triumph of nation-states, and the next Armenian Diaspora
Hoerder, “Power Struggles and the Un-Mixing of Peoples”; “The End of Ethnic Coexistence in Ottoman Turkey”; “War and Expulsion: Central and Eastern Europe,” *Cultures in Contact*, 446-454

Avakian, *Lion Woman's Legacy*, 27-35

4/23 Race, Migration, and the “Jewish Problem”
Spitzer, “Desperate Departure,” *Hotel Bolivia*, 3-46

Friday 4/25: Professor returns feedback (electronic) on Paper #1

4/28 Re-patriations in Europe and the Middle East
Hoerder, “Population Transfers, 1939-45 and after” (472-479), “Diaspora to Homeland and Vice Versa: Jewish Migrants, Arab Refugees” (496-499), *Cultures in Contact*  
Dowty, *Israel/Palestine*, 21-44, 69-96

The Universal Declaration of Human Rights  

4/30 Guestworkers  
Juan Loza oral history interview about the bracero program

5/5 MIDTERM

Part III: Migration, Postmodernity (?), and the Future of Nation-States

5/7 Migrants, globalization, and neoliberal economic development  
Rouse, “Mexican Migration and the Social Space of Postmodernism”

5/12 Multi-culturalism  
Modood, “Is Multiculturalism Appropriate for the Twenty-First Century?”  
*Multiculturalism*, 1-20

Leiken, “The Menace in Europe’s Midst”

5/14 South meets South  
Spellman, “Africa: The Displacement Continent,” *Uncertain Identity*

Paper #2 (Historical evaluation) due on BB by 5 p.m. on Friday 5/16

5/19 Islam in the World  
Bayoumi, *How Does it Feel to be a Problem?*, 1-44  
Mayor Bloomberg’s speech on the Muslim community center  
Harris, “What Obama Got Wrong about the Mosque”

5/21 South meets North: Policy debates in the USA and Europe  
Wassem, “U.S. Immigration Policy on Permanent Admissions”

Stolz, “Europe’s Back Doors,” *The Atlantic*
Article TBA on current immigration debates

Friday 5/23: Professor returns feedback on paper #2
5/26   Memorial Day – NO CLASS

5/28   Emigration Nations

6/2    Citizenship and Globalization
       Kemp, “Managing Migration, Reprioritizing National Citizenship”

6/4    No class
       Wrap-up: The futures of migrants and nation-states
       Review session to be scheduled

Paper #3 (final revision) due on BB by 5 pm on Friday 6/6.

Final exam: Tuesday, June 10, 3:15-5:15 p.m. in our usual classroom