

Note: This is a syllabus from last year. Winter 2016 will have a modified writing project and will address the current Syrian refugee crisis directly, but will otherwise be similar. Updated syllabus will be posted as soon as it's available.

History 415/515 (CRN 32721/32752)
Global Migrations in the Modern Era
University of Oregon
Spring 2015
Professor Julie M. Weise

353 McKenzie Hall
jweise@uoregon.edu
email hours:
24-hr response on weekdays,
48-hr response on weekends

Classroom: 240A McKenzie Hall
Class hours: TTh 4-5:20 pm
twitter: @julieweise
Office hours: W 2-2:45 pm,
Th 12-1 pm, & by appointment

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 focuses 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 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- critically analyze contemporary debates about race and immigration with historical reference points and global perspectives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
- Conduct original primary research on global migration and argue for its significance in the context of historical secondary sources
- 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 60 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, missed exams, and university-approved excuses” section), please come to office hours with documentation of the issue to discuss it with the instructor.

Narratives of Migration project: Primary source annotation (5% of grade), Paper #1 - Narratives of migration (10% of grade), Paper #2 - Historical roots (10% of grade), Paper #3 - final revision (15% of grade), and peer feedback (5% of grade)

The Narratives of Migration assignments build upon each other, offering students the opportunity to improve their research, analysis, and writing skills via multiple revisions. Paper #1 will be 6-700 words long and the final paper will be 1400-1600 words long (both word counts not including footnotes and bibliography). For further details, see separate assignment sheet.

Midterm (10% of grade) and Final (15% of grade) exams

Both exams are administered as take-home exercises on Blackboard. Students are allowed to use any book, note, and internet resource they like, and are encouraged to prepare for the exam in groups. However, *they are strictly prohibited from communicating in any way with any human being, classmate or otherwise, while they have the exam open.* For the midterm (two hours), Blackboard will present students with six short essay questions (randomized for each student to prevent cheating) that are drawn from the lecture outlines; you may skip one question with no penalty. The final exam (three hours) will have a similar format, with the addition of a required longer

essay that asks students to analyze material from the course as a whole. Students will be expected to reference all relevant lectures, discussions, and readings in their answers.

Work and assignments for graduate students

See Graduate Student Addendum.

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/tablets 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, missed exams, and university-approved excuses

The intent of the late work policy is to acknowledge students' complex lives while also creating accountability. Reading responses, primary source annotation, the first three Narratives of Migration assignments, and peer feedback all contribute in an integral way to timely activities for all members of the class, and therefore are not accepted late. Paper #3, the final revision, is accepted late with a 20% penalty per day; after five days, it becomes a zero. The only exception is for university-approved excuses, as follows: 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.

Students who miss class due to one of the above circumstances are encouraged to provide written documentation of those excuses to the professor. All other reasons for missing class, however legitimate, are considered the responsibility of the student and will affect their class participation grade; there is no need to email the professor to explain such absences.

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 <<http://library.uoregon.edu/guides/plagiarism/students/index.html>>.

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.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoac@uoregon.edu.

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
Complete online survey

- 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
Benedict Anderson, *Imagined Communities*, 1-46

Annotated primary sources & secondary source list due on google drive and Bb by 5 pm Friday 4/10.

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

- 4/14 The colonies come home
Peer feedback due on google drive by 3 pm in lieu of reading
- 4/16 Making the nation through migration policy
Rénique, “Race, Region, and Nation: Sonora’s Anti-Chinese Racism and Mexico’s Post-Revolutionary Nationalism,” *Race & Nation in Modern Latin America*, 211-236
- 4/21 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

Paper #1 due on Google Drive and Bb by 5 pm on Friday 4/24

- 4/28 Migration and state control: the U.S.S.R.
Peer feedback due on google drive by 3 pm in lieu of reading
- 4/30 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
- 5/5 Guestworkers
“Working Guests: Gastarbeiter and Green Card Holders,” *Germany in Transit*, 22-51
Juan Loza oral history interview about the bracero program

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

- 5/7 Migrants and globalization in a multipolar world
Rouse, “Mexican Migration and the Social Space of Postmodernism”

Take-home midterm exam due on Bb by 5 pm on Saturday 5/9

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

5/14 Islam in the World
Bayoumi, *How Does it Feel to be a Problem?*, 1-44
Leiken, "The Menace in Europe's Midst"

Paper #2 due on google drive and Bb by 5 p.m. on Friday 5/15.

5/19 The politics of refugee status
Peer feedback due on google drive by 3 pm in lieu of reading

5/21 South meets South
Dodson, "Locating Xenophobia"

5/26 South meets North: Policy debates in the USA and Europe
Wassem, "U.S. Immigration Policy on Permanent Admissions"
Lowenstein, "The Immigration Equation," *The New York Times*
Stolz, "Europe's Back Doors," *The Atlantic*
"EU Pressed to Rethink Immigration Policy," *The Guardian*

5/28 Emigration Nations
De Recacoechea, *American Visa* (entire book)

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

6/4 Wrap-up: The futures of migrants and nation-states

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

Final exam: due via Bb by 2:30 pm on Monday, June 8. You may also wish to upload them to google drive so that interested classmates can see how they turned out.