

HIS392/AAS381

Instructor: Madeline Hsu

Office hours: GAR3.106 M 1:30-3:00 or by appt.

Fall 2016

myhsu@austin.utexas.edu

Race and Migration

Migration is one of the most widespread of human experiences yet generates tremendous conflicts and contradictions in constructions of identities, communities, and inequalities of power. Perhaps the chief systems of differentiation troubled by migration are those of racial categorizations and nation-state formations. This reading seminar guides graduate students to develop a vocabulary and conceptual understanding for migration studies and its interventions into nation-based conceptual frameworks through transnational, diasporic, critical race, and ethnic studies projects.

This course fulfills one of the course requirements for the portfolio in Asian American Studies.

Assignments and Grade Distribution:

35% Class participation and attendance, including leading one session discussion

30% Two 750-word book reviews (Lowe, McKeown, Bald, Molina, Fitzgerald, Teng, Azuma, Hsu, or Halter and Showers-Johnson)

35% Annotated bibliography. This project must describe how scholarship has explained the roles of migration and racial difference in the evolution of a specific national identity.

We will discuss expectations for assignments and grades in class.

Readings: Books are available for purchase through the Co-op and are on 2-hour reserve at PCL. They are listed as such if available as eBooks through the UT library. Articles and excerpted readings are located on Canvas.

Supplemental reference materials:

Dirk Hoerder, *Cultures in Contact: World Migrations in the Second Millennium* (Duke, 2002)

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, 2004)

Aristide Zolberg, *A Nation by Design: Immigration Policy in the Fashioning of America* (Harvard 2006)

Course Schedule: (subject to change)

SECTION ONE: OVERVIEWS AND CONCEPTS

Week 1 Introduction and Main Themes through Fiction

Aug. 25: Amitav Ghosh, *The Shadow Lines* (1988)

Week 2 An Overview

Sept. 1: Sunil Amrith, *Migration and Diaspora in Modern Asia* (Cambridge, 2011)

Week 3 Migration Toolkits

Sept. 8: Excerpts from Philip Kuhn, *Chinese Among Others: Emigration in Modern Times* (Rowman & Littlefield, 2008)

Week 4 Theoretical Approaches

Sept. 15: Paul Kramer, "Power and Connection: Imperial Histories of the United States in the World,"

American Historical Review (Dec. 2011): 1348-1391; Reed Ueda, "Pushing the Atlantic Envelop: Interoceanic Perspectives on Atlantic History," *The Atlantic in Global History, 1500-2000*, edited by Jorge Canizares-Esguerra and Erik Seeman (Pearson Education, 2007), 163-175; Melissa J. Brown, "Changing Authentic Identities:

Evidence from Taiwan and China,” *Journal of the Royal Anthropological Institute* 16:3 (September 2010), 459–479; Torrie Hester, “Protection, Not Punishment’: Legislative and Judicial Formation of U.S. Deportation Policy, 1882-1904” in *Journal of American Ethnic History* 30:1 (Fall 2010) 11-36.

SECTION TWO: DISCIPLINARY REGIMES

Week 5 Western Empires and the Privileging of White Migrations

Sept. 22: Lisa Lowe, *The Intimacies of Four Continents* (Duke 2015) [UT eBook]

Week 6 Emerging Systems for International Migration Control

Sept. 29 Excerpts from Adam McKeown, *Melancholy Order: Asian Migration and the Globalization of Borders* (Columbia 2008)

Week 7 Inter-National Contestations

Oct. 6: Eiichiro Azuma, *Between Two Empires: Race, History, and Nation in Japanese America* (Oxford 2005) [UT Ebook]

Week 8 Politics of Native Place

Oct. 13: David Fitzgerald, *A Nation of Emigrants: How Mexico Manages Its Migration* (UC Press, 2009)

UNRULY MIGRANTS

Week 9 Hidden Histories

Oct. 20: Vivek Bald, *Bengali Harlem and the Lost Histories of South Asian America* (Harvard, 2013)

Week 10 Racial Mixing

Oct. 27: Emma Teng, *Eurasian: Mixed Identities in the United States, Hong Kong, and China* (California 2013) [UT Ebook]

SECTION THREE: RACIALIZING SUBJECTS

Week 11 Racial Scripts

Nov. 3: Natalia Molina, *How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts* (UC, 2014) [UT eBook]

Week 12 Remaking Racial Ascriptions

Nov. 10: Madeline Hsu, *The Good Immigrants: How the Yellow Peril Became the Model Minority* (Princeton, 2015)

Week 13:

Nov. 17: Marilyn Halter and Violet Showers-Johnson, *African & American: West Africans in Post-Civil Rights America* (NYU 2014) [UT eBook]

THANKSGIVING BREAK!

Week 14 Student Presentations

Dec. 1: 12- minute discussion of main themes from bibliographies

Requirements:

- * Conscientious class preparation and engaged participation.
- * Courteous and open-minded consideration for the views of your classmate and the instructor.

Some guidelines and suggestions:

Grading: All final grades will be assigned on a plus/minus scale.

Writing Center: I strongly encourage you to use the University Writing Center [<http://uwc.utexas.edu/>], PCL Learning Commons, 471-6222: <http://uwc.fac.utexas.edu/>). The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant’s advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Academic Honesty: Academic honesty is critical to your education. You are expected to complete your own work. If you have any questions about academic guidelines you may call my office, 475-9303, or email me. You should follow University guidelines regarding plagiarism and student conduct. For further information see: <http://uwc.fac.utexas.edu/~virgil/essay/research/plagiarism.html> OR http://www.utexas.edu/cola/depts/history/about/academic_integrity/

Important Notes:

1. Respect the classroom environment. Turn off all cell-phones, computers, tablets, beepers, and electronic games. Taking notes by hand is found to improve retention.
2. Any handouts that you receive from the instructor should be treated as required reading.
3. My office is on the 3rd floor of Garrison. It is accessible by elevator. If, for some reason my office is inaccessible to you, I will make arrangements to meet in a different location.
4. The University of Texas provides, upon request, academic accommodations for students with disabilities. For more information contact the Office of the Dean of Students, 471-6259 or 471-4641.
5. I will follow University standards and rules regarding academic dishonesty. You should familiarize yourself with these standards and consequences of violations university policy.
6. Turning in assignments: I do not accept papers handed in by email. Your papers are due at the beginning of class, in class. Late papers may be handed in at the HIS office (GAR 1.101) during regular business hours.