ERM S220/ HIST S132
RACE AND IMMIGRATION
IN U.S. HISTORY

Summer 2023, Session A
Instructor: Monique Flores Ulysses (she/her/hers)
Class Location:
Class Time: Monday and Wednesday 1:00-4:15pm
Office Hours: Tuesday 1:00-3:00pm ET via Zoom
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“Border Patrol officials search Mexican migrant men at the border, circa late 1920s.”
Getty Images

COURSE DESCRIPTION

This undergraduate seminar serves as a critically-grounded exploration of the intertwined histories of race and im/migration in modern U.S. history. An emphasis will be placed on interdisciplinary historical approaches to U.S. immigration that demonstrates its intersection and entanglement with U.S. imperialism, racial capitalism, and transnational racial formations throughout U.S. history. Students will be exposed to the approaches of cultural, social, gender, political, labour, and legal historians who study these issues, alongside the work of various interdisciplinary scholars of race and im/migration. Though chronologically organized, each session will focus on a different set of peoples, migrations, and themes. Taken together, each of these histories will provide for a strong foundation to understanding race and im/migration in the U.S.

The course meets twice weekly on Mondays and Wednesdays for three-hour-long sessions, with a small break provided during each session. Race and Immigration in U.S. History fulfills the Humanities and Arts distributional requirement.

COURSE OBJECTIVES

• Engagement with secondary sources on topics relating to race and immigration in U.S. history.
• Facility with using diverse primary sources to understand history including texts, film, and visual culture.
• Practicing public speaking in a supportive environment.
• Writing a successful primary source analysis.
• Experience in putting together a creative research-based final project.

COURSE ASSIGNMENTS

Completing all assignments is required in order to successfully finish the course and receive a passing grade.

In-Class Participation (20%)
• In-Class Participation is to be understood expansively in order to make space for the multiple modes of engagement we can have with the course content and one another. Participation will therefore include not only the traditional mode of “speaking up” in conversation, but also: use of the Zoom chat function (if/when class is virtual), collective note-taking, time-keeping for small group discussions, and in-seminar writing prompts. While participation will be interpreted loosely, students must, however, come prepared to engage with all the assigned course materials for each session.

Four Weekly Reading Reflections (20%)
• Students will be required to submit a weekly one-page long (double-spaced) reading reflection that relates to the week’s readings and/or themes in some way, except during Week 3 when the primary source analysis is due. Emphasis on the readings will be expected, but students are more than welcome to think broadly. Prompts will be provided for each reading reflection. Reflections must be submitted every Thursday by midnight on Canvas.

Class Presentation (10%)
• Beginning on the second day of class, each student will be required to do a short informal presentation (10-15 minutes long) once on one of the assigned secondary source readings. Presentations should provide a short background on the author/scholar you are presenting on and their respective academic discipline or genre orientation; a brief summary of what type of text we read and the argument of the text; and 2-3 discussion questions. Further instructions will be provided in class.

Primary Source Analysis (20%)
• Students will be required to choose a primary sources with guidance from the instructor and write an in-depth analysis of said source, due by the Wednesday class of Week 3. The primary source analysis will be 6 pages long (double-spaced) max. Students may pick any type of primary source – they are by no means limited to textual sources, however equal academic rigour will be expected of all source material chosen. Further instructions will be provided.
• Students will be required to bring a draft of the primary source analysis (alongside sending the instructor an electronic copy) to class on the Monday class of Week 3 so that students can workshop one another’s primary source analysis and provide feedback in a collaborative environment.

Final Project (30%)
• Due one week after our last class, students will be required to develop a final project on the topic of their choice as related to any of the course content. The final project should incorporate analysis of further primary sources and secondary sources that builds out of their primary source analysis. It is specifically designed to allow for students to engage with interdisciplinary history
and historical thinking in creative ways that are outside of the bounds of a traditional paper or essay. Students can choose from a variety of formats, including but not limited to: a podcast episode, children’s book, poetry chapbook, cooking/recipe project, digital media, photography, film, music, performance art, painting, short graphic novel, hypothetical museum or art gallery exhibit, or any other form. Final projects must have an accompanying 3 page long reflective explanation of the work handed in alongside. Further instructions will be provided in class.

COURSE SCHEDULE

MONDAY MAY 29th: American Foundations – 65 pages of reading

In-Class Mini-Lecture
Situating Race and Immigration History in Relation to Settler Colonialism and Slavery

Primary Sources

Secondary Sources

WEDNESDAY MAY 31st: Early Chinese Migration to the U.S. and the Chinese Exclusion Act (1848-1882) – 54 pages of reading

In-Class Mini-Lecture
Hemispheric Chinese Migrant History in the Nineteenth Century

Primary Sources (in class)
- Chinese in California Virtual Collection: Selections from the Bancroft Library (UC Berkeley). [Selections]

Secondary Sources

In-Class Mini-Lecture
Eugenics, Gender, and Southern European Immigrants

Primary Sources

Secondary Sources

WEDNESDAY JUNE 7th: Empire, Gender, and Sexuality in Early-20th Century Asian Migrations – 43 pages of reading

In-Class Mini-Lecture
U.S. Empire at the Turn of the Century

Secondary Sources

MONDAY JUNE 12th: The Changing Boundaries of Legal Whiteness (1890s-1930s) – 28 pages of reading

In-Class Mini-Lecture
The 1917, 1921, and 1924 Immigration Acts

[PRIMARY SOURCE ANALYSIS PEER WORKSHOP]

Secondary Sources

WEDNESDAY JUNE 15th: Making Illegality: Mexican Migration Across Generations (1910s-1940s) – 63 pages of reading

In-Class Mini-Lecture
Racialized Labour, Citizenship, and Post-Revolutionary Mexican Migration

[PRIMARY SOURCE ANALYSIS DUE]

Primary Sources
- Selections of Mexican migrant interviews, 1920s. The Bancroft Library, University of California, Berkeley.
Secondary Sources


**MONDAY JUNE 19th: The ‘White Ethnic’ in the U.S. Cultural Imagination (1965-1990s) – 57 pages of reading**

*In-Class Mini-Lecture*
1960s Movements for Freedom and Liberation in the United States

Primary Sources (in class)

  https://www.youtube.com/watch?v=0d2RlyAz6VQ.

Secondary Sources


*In-Class Mini-Lecture*
Southeast Asian Refugees and the U.S. War in Viêt Nam

Primary Sources


**MONDAY JUNE 26th: Late-Twentieth and Twenty-First Century Carceral Regimes – 49 pages of reading**

*In-Class Final Project Presentations*

Secondary Sources

In-Class Mini-Lecture
Race, Migration, and the Forever Wars

Primary Sources

Secondary Sources

COURSE READINGS

All readings on the syllabus are mandatory unless stated otherwise. Films and music are also mandatory and will be made available to all students online, in class, or through the library’s holdings. All textual material can be accessed digitally via one of three options: Canvas, the Yale Online Library System, and the library course reserve system.

CITATION GUIDE

Students will be expected to use the Chicago Manual of Style for any and all citations for our course. While citations are used in order to avoid plagiarism, they are also an important way to demonstrate the scholars we are in conversation with as students of ethnicity, race, and migration. If you are unsure of how to cite relevant sources, please come talk to me so that we can work on this together. More information (including detailed examples) for how to use Chicago Style citations can be found here: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html.

STUDENT CONDUCT

Respecting your fellow classmates is critically important to a successful learning environment. This includes honouring the name and pronouns that each of us go by in our classroom. Harassment of any form, whether against your classmates or the instructor will not be tolerated at any point during the semester in class. If you experience harassment as related to this course from another student, please come talk to me so that we can talk about next steps to ensure you are in a safe learning environment.

EMAIL POLICY

The best way to get in contact with me is via email. I only check my email Monday-Friday. All emails will be responded to within 24 hours Monday-Friday, but if it has been 48 hours and you still haven’t heard back from me, please send a follow up email.
IMPORTANT CAMPUS RESOURCES

Sexual Harassment and Assault Response & Education (SHARE): https://sharecenter.yale.edu/

Student Accessibility Services: https://sas.yale.edu/

Yale College Writing Center: https://poorvucenter.yale.edu/Undergraduates

Yale Mental Health & Counseling: https://yalehealth.yale.edu/directory/departments/mental-health-counseling

SYLLABUS SUBJECT TO CHANGE AS NEEDED.

PLEASE NOTE THAT ALL OF YOUR INSTRUCTORS, MYSELF INCLUDED, ARE MANDATORY TITLE IX REPORTERS.