

HISTORY 441
MIGRATIONS AND THE AMERICAS, CONQUEST TO PRESENT
Spring 2018 – Weds 3:00-5:20
Gilman 50

PROFESSOR CASEY LURTZ
OFFICE HOURS: MONDAY 2-4 & BY APPT

LURTZ@JHU.EDU
GILMAN 330G

TA: SIMONE GAMALI STEWART OFFICE HOURS BY APPT

SSTEWA35@JHU.EDU

This course examines migration as a central theme of the broader American experience over the past half millennium. Beginning with the Spanish Conquest and ending with a discussion of contemporary issues in the United States, we look at the great diversity of migrant narratives that have shaped life in the Americas, both North and South. Questions of adaptation, assimilation, community, racialization, xenophobia, and return will all help us shape our investigation of movement to and within the Americas.

After a week spent on the Conquest, we will look to the growth of forced migration by way of slavery in the 17th and 18th centuries and the transformations brought about by 19th century emancipations. Next, we will turn to the global migrations of the mid to late-19th century, focusing on the communities of shared origin that developed to accommodate and facilitate these processes. Then, looking to the late 19th and early 20th centuries, we will examine regional and internal migrations that reshaped the demographic make-up of both places of departure and destination within the Americas. This will transition into a final discussion of contemporary issues of migration to the United States, examining in particular the intensification of legal discourses around immigrants.

Across the semester, you will complete assignments designed to culminate in a project proposal, rather than a final paper. You will practice research skills through the finding and close reading of primary materials, their incorporation into class discussion, and the building of a secondary source bibliography. You will then put together a proposal for an academic, artistic, political, humanitarian, or entrepreneurial project to help us think about the types of work that we can do with the materials, studies, and arguments that we examine in this class. While you won't complete the project, the course will finish with you trying to convince your classmates and me of its importance, feasibility, and merits, valuable practice for future undertakings beyond class.

COURSE REQUIREMENTS:

- **20%** : Primary Source Paper & Presentation
- **20%** : Annotated Bibliography
- **30%** : Class Participation
- **30%** : Final Project Proposal & Presentation

IMPORTANT DATES AND DEADLINES:

- Feb 7: Sign up for primary source presentation
- Feb 19: Submit preliminary primary source selection
- March 7: Annotated bibliography due
- May 2: Final papers & presentations due

COURSE MATERIALS

The following books are available on reserve at the library, used via Amazon or AbeBooks, and at the campus bookstore. Books with an * are available as ebooks through the library. All other materials are available through the course website.

Jason de León, *Land of Open Graves: Living and Dying on the Migrant Trail* (2015)
 *Laura Matthew, *Memories of Conquest: Becoming Mexicano in Colonial Guatemala* (2012)
 *Jose Moya, *Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850-1930* (1998)
 *Mai Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2004)
 Lara Putnam, *The Company They Kept: Migrants and the Politics of Gender in Caribbean Costa Rica* (2002)
 *Rebecca J. Scott and Jean M. Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation* (2014)
 Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (2007)

ASSIGNMENTS & GRADING

Class Participation (30%)

Whether or not you are presenting in any given week, you are expected to do all assigned readings. Participation constitutes more than just showing up; students are expected to contribute to conversation and should arrive prepared to participate with questions, comments, arguments, doubts, interpretations or suggestions for further reading. There is no one right way to engage during the course. Showing up confused is perfectly acceptable; showing up unprepared is not. **Each student is also required to submit two substantial, complex questions to the course website each Tuesday** based on the week's reading.

Primary Source Paper (20%) – Due the week you present

Sign up for primary source presentations on course website by Feb 7

Submit your preliminary choice of primary source on course website by Feb 19

You will submit a short (3-4 double-spaced pages) paper during the week that you present your primary source. Take advantage of the library session on Feb 14 to learn about finding sources. More details available on the course website.

Annotated Bibliography (20%) – Due March 7

In 6th week of the semester, you will submit a 10-item bibliography, with detailed annotations of 3 of the included secondary sources. The bibliography should relate to the primary source you present, providing a bridge between it and the project you plan to propose. You will meet with me or Simone to discuss this paper the week following its submission. More details available on the course website.

Final Project Proposal & Presentation (30%) – Due May 2

In lieu of writing a final argumentative paper, you will prepare an 8-10-page project proposal. The proposed project can be academic, political, artistic, humanitarian, entrepreneurial, or anything else, so long as it addresses some of the themes of the course. The final week of class will be dedicated to presenting these project proposals and discussing the possibilities of pursuing them. More details available on the course website.

POLICIES

Late Work

Late assignments will be docked a grade for each day they are late (e.g., an A becomes an A- becomes a B+). Work that is more than 5 days late (including weekends) will not be accepted for credit. Back up your computers – hard drive crashes are not an excuse.

Absences

Absences are excused for illness, religious observance, participation in certain university activities, and other circumstances described in the university's policies and must be explained to your professor at least 48 hours before class. Because this is a seminar class, **each unexcused absence will result in the loss of eight percentage points from your final participation grade.**

Accommodations

Accommodations will be made for those who need them. Please come talk with me early in the semester to discuss your needs. Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Communications

I read and respond to email during regular business hours, 9-5, Monday thru Friday. Please use proper formatting and address when writing your email. It's good practice. The best way to reach me is to come to my office hours, Mondays from 2-4 in Gilman 330G and by appointment. That's what office hours are for! I encourage you to come speak to me at least once during the semester, even if just to introduce yourself.

Screen Policy

Laptops, electronic readers, and cell phones are both a boon and a distraction to higher education. Current research suggests that most of us learn better through longhand note taking. While computers are permitted and will sometimes be helpful for retrieving readings or completing in-class activities, I suggest not engaging with your devices during class. Social media, texting, chatting, email, and other non-class related activities are prohibited during class time. Make sure all of your devices are silenced.

Academic Integrity

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

Report any violations you witness to the instructor. You may consult the associate dean of student conduct (or designee) by calling the Office of the Dean of Students at 410-516-8208 or via email at integrity@jhu.edu. For more information, see the Homewood Student Affairs site on academic ethics: (<https://studentaffairs.jhu.edu/student-life/student-conduct/academic-ethics-undergraduates>) or the e-catalog entry on the undergraduate academic ethics board: (<http://e-catalog.jhu.edu/undergrad-students/student-life-policies/#UAEB>).

COURSE SCHEDULE

Week 1 (Jan 31): Thinking about Migration

No readings for this week

PART I: INVOLUNTARY MIGRATION IN THE COLONIAL AMERICAS

Week 2 (Feb 7): Colonization and Conquest

SUBMIT PREFERENCES FOR PRIMARY SOURCE WEEK BEFORE CLASS VIA BLACKBOARD

- Laura Matthew, *Memories of Conquest: Becoming Mexicano in Colonial Guatemala*

Week 3 (Feb 14): Slavery as Forced Migration

MEET AT THE LIBRARY FOR SESSION WITH STEPHANIE GAMBLE

- Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*

Week 4 (Feb 21): Emerging from Slavery

SUBMIT PRELIMINARY PRIMARY SOURCE SELECTION BY FEB 19 VIA BLACKBOARD

- George Reid Andrews, *Blacks and Whites in Sao Paulo Brazil, 1888-1988*, Chapter 2, "Slavery & Emancipation" & Chapter 3, "Immigration"
- Kim Butler, "Slavery in the Age of Emancipation: Victims and Rebels in Brazil's Late 19th-Century Domestic Trade," *Journal of Black Studies* 42:6 (2011) p. 968-992
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Week 5 (Feb 28): Struggling for Citizenship

DISCUSSION WITH JEAN HÉBRARD

- Rebecca J. Scott and Jean M. Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*

PART II: GLOBAL MIGRATIONS IN THE LONG 19TH CENTURY

Week 6 (March 7): Why Choose to Cross an Ocean?

ANNOTATED BIBLIOGRAPHY DUE

- José Moya, "A Continent of Immigrants: Postcolonial Shifts in the Western Hemisphere," *HAHR* 81:1 (2006) p. 1-28

Week 7 (March 14): Crossing the Pacific

- Evelyn Hu-Dehart, "The Chinese as Laborers and Merchants in Latin America and the Caribbean," *Amerasian Journal* 28:2 (2002) p. 64-92
- Kathleen López, *Chinese Cubans: A Transnational History*, Introduction and Part II: Migrants between Empires and Nations

SPRING BREAK MARCH 19-23 – NO CLASS OR ASSIGNMENTS

Week 8 (March 28): Communities Across Continents

- Jose Moya, *Cousins and Strangers: Spanish Immigrants in Buenos Aires*, Part I

Week 9 (April 4): Moving for Money: Migrants and the Export Boom

- Jürgen Buchenau, “Small Numbers, Great Impact: Mexico and Its Immigrants, 1821-1973.” *Journal of American Ethnic History* 20, no. 3 (April 1, 2001): 23–49.
- Paul Garner, *British Lions and Mexican Eagles*, Chapter 1, “Weetman Pearson in Historical and Historiographical Context,” p. 6-30.
- Andrew Paxman, *Jenkins of Mexico*, Introduction and Chapter 2, “Fortune-Seeking in Mexico”

PART III: MOVING WITHIN THE HEMISPHERE IN THE 20TH CENTURY

Week 10 (April 11): Caribbean Migration after Slavery

- Lara Putnam, *The Company They Kept: Migrants and the Politics of Gender in Caribbean Costa Rica*

Week 11 (April 18): Becoming Illegal in America

- Mai Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*

Week 12 (April 25): Contemporary Migration in the Americas

- Jason de León, *Land of Open Graves: Living and Dying on the Migrant Trail*

Week 13 (May 2): Final presentations