

## History 4990: Migrations, Past & Present



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Hours: M 2-3 pm, T 10-11 am or by appointment

Spring 2019

Thursday

2:00 - 5:00 pm

GC 2781

### Overview and Objectives

Migration is a fundamental aspect of human life. Modern nation-states may be geographically bounded, but generally they do not in fact wish their boundaries to be impermeable. Western countries like the U.S. actively encourage an influx of people. The study of migration tells us about environmental conditions, social structures (familial, racial & ethnic, class, gender), economic developments (like modern industrialization, capital growth), political situations (e.g., causing refugees seeking political asylum), disparities between urban and rural regions.

This course is designed to enable students to analyze a particular migration of their choosing, with **one condition: the student may not write about the migration of her or his own ethnic or religious group. Students may write about any geographic region or chronological time period.** The purpose here is to get you to learn about a migration you are not so familiar with so that you can gain a better idea of migrations in general through comparative analysis. Of necessity, we will also place this topic in the context of other disciplinary approaches and will read about and discuss other fields approach the issues of migration.

Since the study of migration is by necessity longitudinal, we must pay attention to the role that historical **change** over time plays in the **process** of migration. We will also have to pay attention to different modes of migration of which two are key in the modern era: one is in the context of colonial systems (both labor migration and displacement contexts) in which migration is associated with the aims of the metropole state; and the other is diasporic in nature, that is, fleeing forms of economic or state violence (refugees, religious persecutions, ethnic cleansings, political persecution, economic poverty, and so on). This latter puts the main focus on the migrants as victims and the forms of community they maintain in their travels. How societies accept these peoples is of major importance.

This is a historiographic course; that is, it is about the *writing* of history. It is a capstone course for History majors representing the culmination of your undergraduate studies in this field. The primary objective of this class is to enable students to produce a piece of historical research in the form of a seminar paper or another extended presentation format on the general topic of migration. (We will discuss what specific alternatives will be considered.) Initial readings in the course will serve as the basis for discussions of contexts and themes surrounding this topic. You will read and respond to your classmates' preliminary presentations and offer your suggestions for improvements.

The 4990 classes are designated as seminars. The seminar format means that classes revolve around the students' discussion of readings, not lectures. The onus of responsibility for class sessions thus lies heavily on the students. You are expected to come to class prepared to discuss the contents of the readings and you should prepare comments and questions beforehand (in writing if you prefer).

Please consult the History Department's web site regarding the expectations for a student's "Learning Outcomes" in terms of historical knowledge, thinking and skills in our courses. (<http://history.utah.edu/about/learning-outcomes.php>) In this course, students should gain or hone their skills in written and oral presentation of historical argument and critiques, research and analytical skills, and persuasive historical cause-and-effect explanation / narrative.

### Required Texts

Online access through the Marriott Library.

Patrick Manning, *Migration in World History* (2nd Ed. 2013) (Online access)

Khalid Koser, *International Migration: A Very Short Introduction* (Online access)

These readings will be on **Reserve** at the Marriott Library.

Stephen Castles, Hein de Haas, Mark J. Miller, *The Age of Migration* (5th ed.)

(Excerpts - JV6032 C37 2014) (Excerpts also posted to CANVAS)

Jana Brazil & Anita Manmur, *Theorizing Diaspora: A Reader*

(Excerpts - JV6032 .T44 2003) (Excerpts also posted to CANVAS)

Caroline Brettell & James Hollifield, *Migration Theory: Talking Across Disciplines*

(Excerpts - JV6032 .T44 2003) (Excerpts also posted to CANVAS)

Sebastião Salgado, *Migrations: Humanity in Transition* (TR681.R45 S25 2000)

Other readings will be posted on CANVAS. Please see page 6 for a few supplemental reading suggestions.

## Grading Policies

It is important that you attend every class session. Since we only meet once a week, you are expected to make up the work for any class you miss. **Class participation** constitutes **20%** of your grade and is determined by attendance and the quality of your contributions in the class discussions. If you have four or more unexcused absences, you forfeit this portion of your grade. (Excusable absences include illness, hospitalization, family emergencies, National Guard duty, and official functions at which you represent the University. If you are on a sports team, please have your program director forward me the team schedule. Work will **not** be considered an excusable absence. If you know beforehand that you will be missing a class for any reason, please contact me in advance to make arrangements for making up the work for that session.)

You are also required to hand in periodic **written assignments**. These assignments are aimed at facilitating your research and constitute another **40%** of your grade. This will include an assignment on migration (5%), your paper prospectus (5%), an outline and annotated bibliography (10%), and a fragment of at least 10 pages (or the equivalent if doing an alternate format) from your first draft (20%).

Your final **research paper** is worth **40%** of your grade. (Please note that since the paper constitutes such a major portion of your grade, technically I cannot give you an incomplete if you fail to hand in a paper, barring any extreme situations.) It should be 20 pages (5-6,000 words) in length (double-spaced, excluding footnotes, extended quotations and bibliography). You are expected to use both primary and secondary sources for this paper. (We will discuss how to locate and use non-English language sources for those of you working on non-American, non-British topics.)

Students are expected to conform to the student code in terms of academic behavior. You are expected to be civil, mature, and respectful of diverging points of view in class discussions. Personal attacks will not be tolerated. If you are highly uncomfortable speaking in front of other students, we can discuss alternate arrangements for your participation in the discussion.

Please consult the website given below regarding issues of misrepresenting one's work, fabrication or falsification of materials, and plagiarism. It is the student's responsibility to know what constitutes these forms of academic misconduct. Engaging in any of them may result in failure in this class. The incident is also automatically reported to the University's Academic Misconduct Committee for possible academic suspension. See <https://regulations.utah.edu/academics/6-400.php>

“Plagiarism’ means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.”

My standards for grading your papers are as follows:

**A** – Your term paper must be well beyond the norm to receive one. It must be intelligent, articulate, well-organized with a strong, well-defended thesis. It should show not only research skills but also a honed analysis of the research material. It should conform to academic style (i.e., no personal confessions or testimonials). It should not, of course, display any prejudice, ethnocentrism, or gender bias.

**B** – Papers in this range may have decent ideas but be marred by basic flaws or crucial omissions to the paper's main argument. The interpretation may be pedestrian or the organization might not be very tight. The research in "B" papers may be adequate but not fully developed and the analysis of the material's significance may be too simplistic.

**C** – Papers will receive this grade when they are not of the required length and present a superficial thesis or argument. Papers that are superficially researched and offer only scant analysis of the material may also receive a "C". Poorly written papers with numerous spelling and grammatical mistakes, papers that do not conform to academic style in terms of citations, and papers that generally show a lack of effort may receive a C or lower. If the problems mentioned above are severe enough, I will fail the paper.

**SCHEDULE** (subject to change)

- I. Jan. 10 Introduction / What is History? How Do We Write History?
- II. Jan. 17 Theorizing Migrations  
Readings: Castles, et. al., (Chaps 1-2, CANVAS);  
Manning (Chaps. 1, Appendix) (online access)  
Koser, (Chaps 1-2) (online access)
- III. Jan. 24 Theorizing Migrations and Diasporas  
Readings: Kenny (Chap 1); Brettell & Hollifield (Intro);  
Braziel & Mannur, (Chap. 1) [All readings on CANVAS]
- IV. Jan. 31 Migrations in Deep History / **Prospectus due**  
Readings: Lucassen, Lucassen, Manning, "Migration History" (CANVAS);  
Manning (Chaps 6-7) (online access)
- V. Feb. 7 Migrations and Colonial Labor  
Readings: Manning (Chap 8) (online access);  
McKeon, "Global Migration 1846-1940 (CANVAS)  
Bosma, "Beyond the Atlantic" (CANVAS)
- VI. Feb. 14 Contact Zones / Nations & Refugees Post-1945  
Readings: Koser (Chaps 3-6); Manning (Chap 9) (online access);  
Brettell & Hollifield (Chaps. 4-5 - CANVAS);
- VII. Feb. 21 Circular Migration / **Bibliography & Outline due**  
Readings: Kenny (Chaps 5-6), Braziel & Mannur, (Chap. 5, 9 - CANVAS)
- VIII. Feb. 28 Migration and Gender  
Readings: Piper & Roces, Wife or Worker? (Introduction - CANVAS)  
Espiritu, Asian American Women and Men (Ch. 2 - CANVAS)  
Raghuram, "Gender Migration & IT" (CANVAS)  
Ross-Sherif, "Global Migration & Gender" (CANVAS)
- IX. Mar. 7 Immigrant Stories [assignment]  
Choose from these websites:  
<http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/stories-a-m>  
<https://cla.umn.edu/ihr/research/immigrant-stories/online-exhibits>  
<https://myimmigrationstory.com>  
<https://theimmigrantstory.org/immigrant-story/>  
Reading: Koser (Chaps 7-8) (online access);
- X. Mar. 11-15 **Spring Break (no class)**
- XI. Mar. 21 **Draft Fragment (10 page minimum) due / Paper exchanges**

- XII. Mar. 28 Visualizing Migration  
Reading: Salgado, Migrations / Pictures from A Seventh Man
- XIII. Apr. 4 Paper discussions
- XIV. Apr. 11 Paper discussions
- XV. Apr. 18 Paper discussions

**Final papers are due by 12:00 PM (noon), Wednesday, May 1.**

### Supplemental Readings Suggestions

Kevin Kenny, Diaspora: A Very Short Introduction (ISBN: 0199858586)\*

Robin Cohen, Global Diasporas: An Introduction (Online access)

Art Spiegelman, Maus I & II: A Survivor's Tale (D810.J4 S643 1992 +  
D804.3 .B66 1991)

John Berger, A Seventh Man (ISBN: 1844676498)\*

Román de la Campa, Cuba on My Mind: Journeys to a Second Nation  
(E184.C97 D4 2000)

"A Forgotten People: The Sakhalin Koreans" (ARC video - DK771 .S2 F671 1995)

Paul Carlin, Sebastião Salgado, John Berger, et al., "The Spectre of Hope"  
(ARC video - TR140.S24 .S64 2000)

\*Not in the Marriott Library

**Some Possible Paper Topics:**

Some migrations are extremely familiar to Americans: pioneer settlers who came to the American West, the slave trade that brought Africans to the Americas, the Jewish diaspora, the Irish potato famine migration to the U.S., etc. If you choose one of these well-worn topics, there will be a mountain of material to research, and it may be difficult to find an original viewpoint or analysis to contribute to the topic. Therefore, I would encourage you to look at particular aspects of these migrations or choose a smaller, more narrowly defined migration. If you have not already decided on your topic from your Hist 3100 class, you might consider one of the following examples (presented in no particular order):

- Orphan trains (~1853-1929 urban to rural US migration of some 200,000 children)
- Kindertransport (evacuation of Jewish children to the UK just prior to WWII)
- Trail of Tears (forced removal of Cherokee to Oklahoma)
- Black migration to northern cities like Chicago or Detroit in the late 19<sup>th</sup> – early 20<sup>th</sup> c.
- Filipina nurses migrating to the U.S. (20<sup>th</sup> c. colonialism and gender effects in migration)
- Jewish establishment of Israel
- India partition (1947 split of Muslim and Hindu states and migration of 14 million people, the largest in modern history)
- Internal rural to urban migration with industrialization (such as in China in the 1990s)
- Secondary migration within countries after international migration (such as Hmong concentrations in LA and Minneapolis-St. Paul)
- Circular migration (such as ethnic Japanese moving to Brazil in the 1930s while later generations migrate back to Japan to work in the 1990s)
- Mariel boat lifts (1980s Cuban migration to US)
- Somali refugees in Salt Lake
- Marriage market in migration (such as picture brides and arranged marriages or “green card” marriages)
- International adoption (e.g., Chinese girls, Latin American children, Korean children, E. European children, etc.)
- Climate change and its political effects on migration (such as on Syrian refugees)

Topics from earlier time periods might include:

- Shifting Arab trader populations along the Silk Road
- The migration of Arab traders into Southeast Asia in the 12<sup>th</sup> c.
- Marronage in Caribbean, South and North America (e.g. Quilombo in Brazil)
- 13<sup>th</sup> century origins of nomads known as gypsies (as distinct from legend)
- Ancient movements of Pacific Islanders between islands and beyond

One might further include, with proper justifications, e.g.,

- The migration of New World food stuffs and their cultural effects;
- The spread of diseases in history and the movement of people this entailed (like leprosy);
- The migration of technology and its effects on societies;
- The effects of urbanization on animal populations;
- The journeys of those who change their gender;
- An analysis of comparative passports and visas;

And so on. Be creative. Choose a topic that will sustain your interest for months at a time.

## RESPONSIBILITIES AND ACCOMMODATIONS

### **Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. <http://disability.utah.edu>

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu) 801-581-7776.

### **Veterans Center**

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

### **LGBT Resource Center**

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone\*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics EAS Program (<http://linguistics.utah.edu/eas-program/index.php>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

### **Academic Conduct**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing

grade. Students have the right to appeal such action to the Student Behavior Committee. Faculty must strive in the classroom to maintain a climate conducive to thinking and learning. PPM 8-12.3, B. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. PPM 8-10, II. Please consult the following website for History's departmental policies on Academic Misconduct. <http://history.utah.edu/students/misconduct-policy.php>). See "Principles for Grading" below for the definition of plagiarism and a discussion of consequences.

### **Accommodations Policy**

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult Section Q of the University of Utah's Regulations Library, Policy 6-100: Instruction and Evaluation, which appears at: <http://regulations.utah.edu/academics/6-100.php>

This syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.