

Gender and Immigration (HIUS 181/281)
Spring Quarter 2012

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Communication: We can have a more productive and full conversation face-to-face rather than on e-mail. I will stay after class in case you have questions or comments and also welcome speaking to you during office hours. My e-mail is nmolina@ucsd.edu should you need to contact me. *Please write "HIUS 181" in the subject line or the e-mail might be directed to my spam folder.

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Office hours: Mondays, 12-2 and by appointment

Creating a learning environment: Only a portion of what you learn in this course will be from your instructors and the readings. Your classmates will play an instrumental role in your learning experience. As such, come to class prepared and be ready to join in the conversation. The more involved you become, the more you will gain. Support your opinions with what you learned in the readings, sections, and lecture. Benjamin Franklin once said, "Seek first to understand, then to be understood." Listen carefully to others before you decide where you stand in relation to their argument and how to respond in a respectful and productive manner. Please also refer to UCSD's Principles of Community, <http://www.vcba.ucsd.edu/principles.htm>.

Course objectives: This course is intended for students with a solid history background to learn more about the field of gender and immigration. In order to accomplish this, I introduce students to what scholars consider are the major debates in the field of immigration studies with a focus on gender, how scholars are looking to rework the boundaries of this field, and model studies by scholars working in the field. Because this is a history seminar, students should also think about what it means to do work in the field of gender and immigration and as such will also work with primary sources (newspapers, archival material, photographs, diaries) to produce a final paper that engages with the literature of gender and immigration and also makes a small, but original, intervention.

Required texts:

Luibheid, Eithne. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press, 2002.

Schmidt Camacho, Alicia R. *Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands*. New York: New York University Press, 2008.

Shah, Nayan. *Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West*. Berkeley: University of California Press.

Canaday, Margot. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton, N.J.: Princeton University Press, 2009.

The books can be found at the campus bookstore. Articles and chapters can be found on e-reserves. The books are on reserve at Geisel.

Course requirements:

This is a seminar and thus the main thing that will make this course successful is your being prepared and articulating your ideas. As such, you will be asked to turn in a response to the readings during weeks two through nine. Response papers should be 2 pages in length and e-mailed to me by 12 PM on Sunday. If you turn in your papers after 12 pm on Sunday, you will only receive half the credit. No late papers will be accepted. I'll use your papers to set the agenda for the class discussion.

You are also expected to participate in every discussion. As such, you should come to class prepared with at least 1) question and/or comment 2) one passage that you would like to discuss. I will call on you.

- discussion papers and discussion, 40 %

You will need to do *primary* research for your final paper. The primary research will be the crux of the paper but you will also need to do some outside *secondary* research. When you turn in your annotated bibliography, I will suggest key texts to incorporate into your final paper. Once you have narrowed down your topic, you should also search for key texts and articles on that topic. You will engage works presented in the course are welcome to include works you have learned in other courses. You will need to find archival sources which will serve as the basis your final paper.

* Go to libraries, Subjects a-z, [United States History](#). Also, go to research tools, course and subject guides, [SSHL Guide to Online Primary Sources](#). (We will discuss in depth in seminar). You may also look up dissertations of understudied topics. We will also visit special collections in week 5.

-annotated bibliography of *primary sources*, 4-5 pages, due week 7, 10 %. First, include a paragraph that explains your research question and how you will go about answering it. You will include a short paragraph for every archive or database that you will visit (online or in person), discuss the sources, their strengths and weaknesses and how they relate to your research question.

- presentation, week 8, 10%: You will present a five-minute presentation of your primary sources, your thesis, and your secondary sources during week eight. This will provide a roadmap for your final paper, as well as provide you useful feedback.

Your final paper will be 10-12 pages and will be based on secondary and primary sources. If you think you would like to use this paper for a writing sample for graduate school and would like to write a longer paper, please have that approved by me by week eight.

- final paper, 40%

Part I: The building blocks

• Week 1, Charting the field

Pierette Hondagneu-Sotelo, "Gender and Immigration: A Retrospective and Introduction," in Hondagneu-Sotelo, Pierrette. *Gender and U.S. Immigration: Contemporary Trends*. Berkeley, Calif.: University of California Press, 2003.

Recommended: For more on the field of immigration studies generally:

David G. Gutiérrez, Pierrette Hondagneu-Sotelo, "Introduction Nation and Migration," *American Quarterly*, Vol. 60, No. 3, Nation and Migration: Past and Future (Sep., 2008), pp. 503-521

• **Week 2, What is gender?**

Scott, Joan W. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91, no. 5 (1986): 1053-75.

Meyerowitz, Joanne. "A History of Gender." *The American Historical Review* 113, no. 5 (2008): 1346-56.

Scott, Joan. "Unanswered Questions." *The American Historical Review* 113, no. 5 (2008): 1422-30.

Martha A. Hodes, "The Mercurial Nature and Abiding Power of Race: A Transnational Family Story," in Gabaccia, Donna R., and Vicki Ruiz. *American Dreaming, Global Realities: Rethinking U.S. Immigration History*. Urbana: University of Illinois Press, 2006, pages 35-67.

Centering gender in immigration studies

Patricia Pessar, "Engendering Migration Studies," in Hondagneu-Sotelo, Pierrette. *Gender and U.S. Immigration : Contemporary Trends*. Berkeley, Calif.: University of California Press, 2003

Siobhan B. Somerville, "Notes toward a Queer History of Naturalization," *American Quarterly*, September 2005, Volume 57, Number 3, 659-676.

Pierrette Hondagneu-Sotelo and Ernestine Avila. "'I'm Here, but I'm There': The Meanings of Latina Transitional Motherhood," in *Gender and U.S. Immigration : Contemporary Trends*. Berkeley, Calif.: University of California Press, 2003

Part II: Case Studies

• **Week 3: The cultural politics of immigration**

Schmidt Camacho, Alicia R. *Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands*. New York: New York University Press, 2008, pages 1-192.

* Begin thinking of primary sources. In your response paper at the end, make a note of 1) 1-2 primary sources you are interested in from the readings and 2) where you might look them up.

• **Week 4: Meet at the library for a session on conducting primary research.**

Perez, Emma. "Queering the Borderlands: The Challenges of Excavating the Invisible and Unheard." *Frontiers: A Journal of Women Studies* 24, no. 2/3 (2003): 122-31.

2nd article on primary sources (TBA)

Producing sexuality, producing the border

Luibheid, Eithne. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press, 2002.

* In your response paper at the end, make a note of 1) 1-2 primary sources you are interested in from the readings and 2) where you might look them up.

• **Week 5: Questioning our categories**

Horacio N. Roque Ramirez, "Introduction: Homoerotic, Lesbian, and Gay Ethnic and Immigrant Histories," *Journal of American Ethnic History* Summer 2010 <

<http://www.historycooperative.org/cgi-bin/justtop.cgi?act=justtop&url=http://www.historycooperative.org/journals/jaeh/29.4/ramirez.ht>

[ml](#)> (18 Oct. 2010).

Karen J. Leong, "A Distinct and Antagonistic Race": Constructions of Chinese Manhood in the Exclusionist debates, 1869-78," in Gabaccia, Donna R., and Vicki Ruiz, "American Dreaming, Global Realities: Rethinking U.S. Immigration History." Urbana: University of Illinois Press, 2006, pages 141-157.

Marc Stein, "All the Immigrants Are Straight, All the Homosexuals Are Citizens, But Some of Us Are Queer Aliens: Genealogies of Legal Strategy in *Boutilier v. INS*," *Journal of American Ethnic History*, Summer 2010 < <http://www.historycooperative.org/cgi-bin/justtop.cgi?act=justtop&url=http://www.historycooperative.org/journals/jaeh/29.4/stein.html> > (18 Oct. 2010).

* You should be conducting primary and secondary research by now.

• **Week 6**

Canaday, Margot. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton, N.J.: Princeton University Press, 2009.
Introduction, chapter one, chapter six, conclusion.

• **Week 7:**

Shah, Nayan. *Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West*. Berkeley: University of California Press.

• **Week 8: Reproduction Politics**

Roberts, Dorothy. "Who may give birth to citizens? Reproduction, eugenics, and immigration, "Immigrants Out! The New Nativism and Anti-Immigrant Impulse in the U.S. NY: New York University Press, 1997: 205-19.

Patricia Hill Collins, "Producing the Mothers of the Nation: Race, Class and Contemporary US Population Policies," *Women, Citizenship and Difference*. NY: Zed Books Ltd., 1999: 118-129.

Natalia Molina, "Illustrating Cultural Authority: Medicalized Representations of Mexican Communities in Early-Twentieth-Century Los Angeles," *Aztlán: A Journal of Chicano Studies*, Volume 28, Number 1 / Spring 2003 (available through the UCSD library website. First, look up the journal in Roger and then search for the article on the journal's website)

Syd Lindsley, "The Gendered Assault on Immigrants, Policing the National Body: Race, Gender, and Criminalization," Cambridge: South End Press, 2002: 175-196.

• **Week 8, presentations**

You will receive more suggestions for secondary source readings at this time if you have not already discussed your project with me. You should also be conducting research in secondary sources for your paper in databases, such as JSTOR. Plan your time accordingly.

• **Week 9: Memorial day: write, write, write**

- **Week 10**, 4-5 page rough draft due

Based on the feedback from your presentation, you should write a draft of your paper. Bring this to class and we will workshop your papers with peers and the professor. Based on your written work and without your verbal intervention, your peer reviewer will comment on 1) your research question 2) how do your primary sources answer your research questions 3) how does your research question address the relevant secondary literature. 4) Strengths and weaknesses of the project.

Final paper: Take-home paper due on the day of the scheduled final. You may turn it in to the History Department on the 5th floor in the files in front of the elevators if you turn it in before that.