History 75500  
Migration Control and Migrant Agency: Mobility in U.S. History  
Spring 2022: Tuesdays, 4:15-6:15 p.m.  
Professor Libby Garland  
Libby.garland@kbcc.cuny.edu  
Office hours: TBA

Course description  
How and why has state power been deployed to control the mobility of people across and within the borders of the United States, from the early days of the nation’s existence through recent decades? In what ways have regimes of migration control been central to the projects of empire and nation-building? How has the policing of human mobility intersected with other forms of surveillance and control—for example of race, gender, sexuality, and labor? And when and how have people on the move challenged state efforts to control their mobility? Where do those challenges overlap with other forms of political struggle and movement building? How might these histories shape our understandings of the present moment?

In this course, we will engage with the work of historians who explore such questions from a range of perspectives, including legal, political, and social history; border studies; and more. This course is not designed to provide an exhaustive historical or historiographical survey; rather, it is meant to open up our exploration of some themes that have been central to recent scholarship in the field, and to allow us to read texts that speak to each other in compelling ways. Through close reading, discussion, and a longer research project, students will have the opportunity to develop their own scholarly work around these and related themes as well.

This syllabus represents the general plan for the course, but is subject to change.

Readings  
This course requires a fair amount of reading—c. 150 pages per week for discussion. Please plan accordingly. All weekly readings and assignments will be posted on migrationcontrol.pbworks.com, our password-protected class website. Please log on, request access, and set up a password.

Occasionally, I may also post links to additional material, e.g. videos or news articles. Check the announcements.

Evaluation  
Grades will be calculated along the following lines:

- Online and in-class discussion: 25%
- Book review/alternate small project: 25%
- Final research project, including presentation: 50%
Course requirements

Weekly written reading responses posted on pbworks/leading discussion on responses

I will post a question or questions each week on a dedicated page on our pbworks site, which I will link to from the site’s front page. Please write a thoughtful response each week, and post it in the “add a comment” section of the page by 5 p.m. each Monday. Your response should be one or two well-crafted paragraphs (about the equivalent of a double-spaced page of writing; note that the site allows only for 2000 characters per comment, so if you type more than that you will need to divide your comment into separate posts). Before you add your comment, please read through all the posts that are already there. Also, please make sure you have read all your classmates’ posts before class begins.

Each week I will also invite someone to volunteer to lead a brief discussion on the reading responses at the start of the following class, as a way to open our larger conversation on the week’s texts. Discussion leaders don’t need to post their own responses that week (although are welcome to, of course). Rather, the discussion leaders’ role will be to read the posted responses before class, and then choose one or two to comment on and/or ask a follow-up question about at the start of the next class.

Book review or alternate small project

By February 22, I will ask you to commit to one of the following:

Book review: If you choose to do a book review, there are two options: 1] write a brief review of a book we are reading an excerpt of in class. If you choose this option, it will be due on the day the book excerpt is assigned, and I will invite you to give a brief (five-minute) presentation about the book at the start of our class discussion. OR 2] write a brief review of a book related to your research project, in which case it will be due together with your annotated bibliography, on Tuesday, April 5.

The review should capture the book’s argument, structure, and method, as well as express your own take on the work. It should be academic book-review length, i.e. somewhere between 600-1000 words. The audience is us, the class; with your permission, I’d like to post these on our pbworks site to serve as a resource for everyone. We will discuss book reviews more together, but check out this excellent guide from UNC to writing strong book reviews here: http://writingcenter.unc.edu/handouts/book-reviews/

Alternate small project: Instead of a book review, you might also choose to undertake some other kind of project that connects to your work in the class and to your own interests. That could be something like: putting together a panel proposal for an upcoming conference; writing a brief comparison of an author’s article or book and their Ph.D. dissertation; teaching a guest class with me at Kingsborough; writing an op-ed; or another undertaking of similar scope. Check in with me if you want to do this kind of project; we will come to an agreement about it and set a due date that works. And whatever kind of small project you choose, I will invite you to share it with the class.
Final project, including presentation:

You will each design and complete a research project with some thematic relationship to the class, which can be a concise article-length piece of writing (c. 6000 words), or a digital project of comparable complexity and sophistication.

This project will entail several stages:

1. **Proposal**, due **Tuesday, March 8**: This should be a paragraph or two that lays out the central question you want to explore, why this question is compelling to you, and how you propose to go about exploring it. I encourage you to meet with me to discuss your ideas for your final project.

2. **Partial annotated bibliography**, due **Tuesday, April 5** (with your project-related book review, if you are going for Option 2, above): This should be a list of three or four sources that you will be using, each with a brief (one-two sentence) summary.

3. **Two-three pages of writing** due **Tuesday, April 26**. This can be whichever two to three pages feel useful to you. The idea is just to generate some writing, however rough, that you can share with one or two classmates as part of a writing workshop.

4. You will all make a brief **presentation** based on your research on either **Tuesday, May 17** or **Tuesday, May 24**. These presentations will be about 10 minutes long with some time for Q&A.

5. The final project is due to me by **Friday, May 27**.

A note on resources for this course:

**Technology**: If you have any problems with GC-related technology, please contact the Graduate Center IT department at itservices@gc.cuny.edu. You can also go to their site ([https://www.gc.cuny.edu/About-the-GC/Administrative-Services/Information-Technology](https://www.gc.cuny.edu/About-the-GC/Administrative-Services/Information-Technology)) for chat and self-service options.

**Library**: We have a fantastic team of librarians who have been working particularly hard during the pandemic. Check out the library’s website at [https://library.gc.cuny.edu/](https://library.gc.cuny.edu/). Stephen Klein is the librarian who specializes in history. You can contact him at sklein@gc.cuny.edu. You can find other librarians by specialty here: [https://libguides.gc.cuny.edu/directory/subject](https://libguides.gc.cuny.edu/directory/subject).

**Writing Center**: cool workshops and one-on-one consultations. [https://gcwritingcenter.commons.gc.cuny.edu/](https://gcwritingcenter.commons.gc.cuny.edu/)

**Accessibility**: Student Disability Services can help with a range of issues, including assistive technology: [https://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Student-Disability-Services/Distance-Learning-Disability-Services](https://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Student-Disability-Services/Distance-Learning-Disability-Services)

**Me**: Also, of course, you can always be in touch with me about course-related questions or anything you think I can be of service to you with. If there’s a resource you are looking for, for example, but can’t work out how to connect with it, please let me know and I can work with you to find it. Email is the best way to get in touch: libby.garland@kbcc.cuny.edu
# Course schedule

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<th>Week /Topics</th>
<th>Readings/texts</th>
<th>Assignments due</th>
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| **Week 1: 2/1**<br>Introduction | We will do some reading and listening together during our first class, to open our discussion:  
Suketu Mehta, *This Land Is Our Land: An Immigrant’s Manifesto* (2019), Chapter 1 | |
| **Feb. 8: no class - classes follow Friday schedule** | | |
Evan Taparata and Rachel Buff, “*Refuge: Denied. Asylum: Pending,*” *Public Books* (July 8, 2021)  
Amarela Varela Huerta, “Notes for an Anti-Racist Feminism in the Wake of the Migrant Caravans,” *South Atlantic Quarterly* 119, no. 3 (July 2020): 655–663  
*“We’ve Been Here Before: Historians Annotate and Analyze Immigration Ban’s Place in History,”* *The World*, Feb. 1, 2017 | |
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<td>Claudio Saunt, Author Talk on <em>The Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory</em>, Atlanta History Center (September 11, 2020), c. 52 minutes</td>
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<th>Week 4: 3/1</th>
<th>Policing mobility and membership in the 19\textsuperscript{th} century (Part II)</th>
<th>Samantha Seeley, <em>Race, Removal, and the Right to Remain: Migration and the Making of the United States</em> (2021), Introduction and Chapter 8</th>
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<th>Week 5: 3/8</th>
<th>The workings of Asian exclusion</th>
<th>Anna Pegler-Gordon, <em>Closing the Golden Door: Asian Migration and the Hidden History of Exclusion at Ellis Island</em> (2021), Introduction and Chapter 1</th>
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| Proposal due | | |
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| **Week 7: 3/22** | Rick Baldoz, *The Third Asiatic Invasion: Empire and Migration in Filipino America, 1898-1946* (2011), Introduction and Chapter 1  
Film: *Harvest of Empire: A History of Latinos in America* (2012) (1 hour 27 min.; watch as much as you would like) |
| **Empire** |  |
(Optional/bonus: S. Deborah Kang on *The INS on the Line*, in conversation with Derek Litvak, *New Books Network podcast* [November 11, 2019] (c. 46 minutes)) |
|--------------------------|--------------------------------------------------------------------------------------------------|
**Brief in-class writing workshop** | Two-three pages of final project writing due |
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| Week 14: 5/17 Presentations of final projects | List of presenters TBD |
| Week 15: 5/24 Presentations of final projects | List of presenters TBD |