

History 600: Advanced Seminar in History “Immigration and the U.S.-Mexico Border”

Department of History | University of Wisconsin-Madison | Spring 2020

Professor: **Marla A. Ramírez, Ph.D.** | E-mail: ramireztahua@wisc.edu



Part 1: Course Information

Class Meets: Tuesdays, 1:20-3:15 P.M. | **Location:** Humanities Building, Room 5257

Office:

Humanities Building 4126 & Ingraham 310

Office Hours:

Tuesdays, 11:30 A.M. – 12:30 P.M. in Humanities Building 4126

Thursdays, 11:00 A.M. – 12:00 P.M. in Ingraham 310

COURSE DESCRIPTION

This course examines the history of Mexican immigration to the United States and the legal, social, and political history of the U.S.-Mexico border. While Mexican immigration is central to political debates today, the history of Mexican immigration to the United States dates back to the 1800s. To better understand this history, we will focus in the analysis of three central questions: How was the U.S.-Mexico border created? How does immigration alter family formations? How do working class Mexican immigrants navigate the restrictions imposed by immigration laws and policies? The topic of immigration is difficult, contentious, personal to some, and often-times painful. Thus, be prepared to learn from each other as we engage in informed and respectful discussions around primary sources and assigned readings.

¹ Header Art (from left to right): *El Muro/The Wall* (2016) by Patricia Espinosa, *Repatriados en Terrón* (1931) by Diego Rivera, and *Courageous and Responsible* (2012) by Julio Salgado.

The course is divided into two sections. During the first part of the course, we will read and closely examine the literature, including books and articles, that have documented the history of the U.S.-Mexico borderlands. Students will also be introduced to the methodology of archival research during the first half of the course. Students will have the opportunity to lead discussion throughout the first part of the semester. The second part of the course shifts to a writing focus where students will develop their own research papers. The course is designed to allow students to draft their research papers step by step during the second half of the course by engaging in peer review, with comments and guidance by the professor.

COURSE ATTRIBUTES

3 Credits | Advanced Level | Department Consent Required | Face-to-Face Instruction
Counts towards 50% graduate coursework requirement | Humanities | Counts as Liberal Arts & Science Credit in L&S

CREDIT HOURS

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus. The expectation is that you will work at least 2 hours outside of the class for every hour in the classroom.

REQUIRED TEXTS

- **A selection of articles:** A series of articles and book chapters will be available via Canvas. See the schedule of readings for more details on those assigned readings.

- **A Series of Required Books:**
 - *Available for purchase:*
 - **Online** (publisher's website or Amazon)
 - **University Bookstore** (711 State Street, Madison, WI 53706 | 608-257-3784 and 608-993-2665 | <https://www.uwbookstore.com/StoreHours>)

- 1. Kelly Lytle Hernández, *Migra! A History of the U.S. Border Patrol* (Berkeley: University of California Press, 2010).
- 2. Daniel Kanstroom, *Deportation Nation: Outsiders in American History* (Cambridge: Harvard University Press, 2007)
- 3. Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton University Press, 2004).
- 4. Fernando Saúl Alanís Enciso, *They Should Stay There: The Story of Mexican Migration and Repatriation during the Great Depression* (Chapel Hill: The University of North Carolina Press, 2017).
- 5. Julia María Schiavone Camacho, *Chinese Mexicans: Transpacific Migration and the Search for Homeland, 1910-1960* (Chapel Hill: University of North Carolina Press, 2012).
- 6. Miroslava Chávez-García, *Migrant Longing: Letter Writing Across the U.S.-Mexico Borderlands* (Chapel Hill: University of North Carolina Press, 2018).

GRADING

Class Participation & Attendance	15%
Homework Assignments	20%
Leading Discussions (two)	20%
Research Presentations (two)	20%
Final Research Paper	25%

Additional information on course assignments is included below, under the “course requirements, expectations, and guidelines” section.

LETTER GRADES BREAKDOWN

92-100% A	87-91.9% AB	82-86.9% B	
77-81.9% BC	72-76.9% C	67-71.9% D	0-66.9% F

Part 2: Course Learning Objectives & Outcomes

Students will learn to conduct primary research, critically analyze sources, write a research paper, and lead discussion for one of the assigned books for the class. This course counts 50% towards the graduate course requirement. As such, you will not be tested during midterms and finals, instead the expectation is for you to think, research, write, and present as a historian. The five main learning objectives and outcomes for students in this class are as follows:

- **Outcome 1:** Students will gain a critical understanding of the diverse experiences of Mexican immigrants and the history of the U.S.-Mexico border. To achieve this objective, students will conduct original research related to the course’s topic, closely read and discuss the assigned readings, engage with the course materials and primary sources through assignments, seminar discussions, and presentations.
- **Outcome 2:** Develop analytical understandings of immigration and the U.S.-Mexico border through a lens of race, ethnicity, gender, sexuality, and class by undertaking original research. Students will also be learning from the assigned readings and developing analytical understanding of the material through class discussion and activities. Then, students will implement their critical understanding of immigration and the U.S.-Mexico border in their final research papers.
- **Outcome 3:** Develop public speaking skills, research, and analytical tools to discuss the experiences of Mexican immigrants and the U.S.-Mexico border by leading discussion during a pre-selected week for one of the assigned books.
- **Outcome 4:** Students will be able to critically engage in public debates about the history and current policies pertaining to immigrants and the U.S.-Mexico border through the assigned readings, original research, and data presented in our discussions. In doing so, they will be able to make informed decisions and apply their knowledge in future classes, graduate or professional school, and the job sector.

Part 3: Course Requirements, Expectations, and Guidelines

PARTICIPATION

You are expected to attend lectures **AND** actively participate in discussion. Students will earn participation points by engaging in class discussions and supporting their points by using the assigned readings and their primary sources.

ATTENDANCE

It is extremely important to attend **ALL** seminar meetings because we will cover a lot each meeting and only meet once a week. Missing a meeting will mean falling behind in the course. If you have three or more unexcused absences, your final paper will be **deducted ten points**. Your grade will also be subtracted participation and attendance points for each day you are absent. *You can miss three class meetings, no questions asked.* If you must miss class, make sure to complete the readings, assignments, and obtain class notes from a classmate.

HOMEWORK ASSIGNMENTS

Homework assignments will assist students to prepare for the final research paper. Assignments will **NOT** be accepted after the due date. See the schedule or readings and assignments for more details. Specific instructions for each assignment will be provided in class and uploaded to the course's Canvas page.

FINAL RESEARCH PAPER

Students will write a 10-page research paper utilizing archival research to locate primary sources. You will learn how to conduct archival research during seminar discussions, in-class activities, and through the assigned readings.

Use the archives housed at the Wisconsin Historical Society pertaining to Mexicans and the U.S.-Mexico border or select from the online archives discussed in class. The criteria are as follows:

1. Select at least two related primary sources
2. The archival sources must be about Mexican immigrants and the U.S.-Mexico border
3. The primary sources must relate to the general themes of the course
4. Engage with at least four secondary sources

LEADING DISCUSSION

Students will select two weeks to lead discussion for our seminar. That means that the student will be in charge during those two given weeks. You must arrive prepared with a list of discussion questions and/or activities to engage and discuss the assigned readings.

EXTRA CREDIT

There *might* be opportunities to earn extra credit throughout the semester by attending campus events (guest lectures, film screenings, and conferences). Extra credit events will be announced in lecture and through email. You must write a one-page double space reflection of the event to receive extra credit.

E-MAIL ETIQUETTE

Please be reminded that emails are not equivalent to text messages. When writing an email to the professor use full sentences, appropriate grammar, and spelling. Also, be respectful in your tone. Compose your email along these lines: Open with a formal salutation (Dear Professor Ramírez), explain the purpose of your email, close with a “Thank you” or “Best wishes,” followed by your name. Please expect reply emails within 48-72 hours of your original message.

ACADEMIC INTEGRITY

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student conduct.

WRITING ASSISTANCE RESOURCES:

THE HISTORY LAB: A resource center where experts (Ph.D. students) will assist you specifically with your history related courses and papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Schedule a one-on-one consultation at <http://go.wisc.edu/hlab> or drop by Humanities 4255.

THE WRITING CENTER: Another writing resource on campus that provides one-on-one consultations with students to assist them with writing assignments. The writing center is open to all courses (not only history related ones). You can find more information about hours & how to schedule an appointment on their website: <http://www.writing.wisc.edu/index.html>.

DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<https://mcburney.wisc.edu/instructor/>

DIVERSITY & INCLUSION

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

Part 4: Schedule of Readings & Assignments

Week 1: Introduction to the Course

Tuesday, January 21, 2020: Overview of the course

Week 2: The U.S.-Mexico Border and its Impacts on the Midwest

Tuesday, January 28, 2020:

“The Constitution in the 100-mile Border Zone,” American Civil Liberties Union, accessed on 15 August 2019, <https://www.aclu.org/other/constitution-100-mile-border-zone>.

Chris Rickerd, “Customs and Border Protection’s (CBP’s) 100-Mile Rule,” American Civil Liberties Union, accessed on 15 August 2019, https://www.aclu.org/sites/default/files/field_document/14_9_15_cbp_100-mile_rule_final.pdf.

Gabriela F. Arredondo, “Mexican Chicago,” in *Mexican Chicago: Race, Identity, and Nation, 1916-39* (Urbana: University of Illinois Press, 2008), 37-79.

Sergio M. González, *Mexicans in Wisconsin* (Madison: WI Historical Society Press, 2017), 1-18.

- Due Today, Assignment #1 – Reading Reflections & Questions:**
- Write a one-paragraph reflection about the assigned readings
 - List things you learned from the readings
 - List two questions for discussion

Week 3: Documenting Race & Racism

Tuesday, February 4, 2020:

Anna Pegler-Gordon, "The Imaginary Line: Passing and Passports on the Mexican-U.S. Border, 1906-17," in *In Sight of America: Photography and the Development of U.S. Immigration Policy* (Berkeley: University of California Press, 2009), 174-191.

Monica Muñoz Martinez, "Introduction," in *The Injustice Never Leaves You: Anti-Mexican Violence in Texas* (Cambridge: Harvard University Press, 2018), 1-29.

Francisco E. Balderrama and Raymond Rodríguez, "Documents," in *Decade of Betrayal: Mexican Repatriation in the 1930s* (Albuquerque, University of New Mexico Press, 2006), 25-34, 59-62, 83-88, 113-118, 152-158, 186-194, 227-234, 260-264, 289-298, 319-326.

- Due Today, Assignment #2** – Read **all** primary sources from the "Documents" selections by Balderrama and Rodríguez to prepare for this assignment:
 - Select **one** source to analyze:
 - Write 2-3 sentences summarizing the source's content
 - Include a 2-3 sentence analysis, explaining what you know about the context of the source in which it was produced and how it might affect the source's approach
 - List two questions for discussion

- In-class Activity:** Do close reading of primary sources (documents and photographs) from the selected "Documents" by Balderrama and Rodríguez

Week 4: The Creation & History of the U.S. Border Patrol

Tuesday, February 11, 2020:

Kelly Lytle Hernández, *Migra! A History of the U.S. Border Patrol* (Berkeley: University of California Press, 2010).

- Student-Led Discussion: _____

- Due Today, Assignment #3 – Reading Reflections & Questions:**
 - Write a one-paragraph reflection about the assigned reading and online archive
 - List things you learned from the reading
 - List two questions for discussion

- Online Archive, Current Conditions in Immigration Detention Centers:**
<https://time.com/5623148/migrant-detention-centers-conditions/>

Week 5: History of Immigration and Deportation Laws

Tuesday, February 18, 2020:

Daniel Kanstroom, *Deportation Nation: Outsiders in American History* (Cambridge: Harvard University Press, 2007)

Student-Led Discussion: _____

Due Today, Assignment #4 – Reading Reflections & Questions:

- Write a one-paragraph reflection about the assigned reading and online archive
- List things you learned from the reading
- List two questions for discussion

Online Archive, Historical Mexican Deportation cases:

<https://chroniclingamerica.loc.gov/search/pages/results/?state=&date1=1789&date2=1963&proxtext=Mexican+deportations&x=0&y=0&dateFilterType=yearRange&rows=20&searchType=basic>

- **If you do not automatically see the newspaper articles about Mexican deportations, then click on the following link and type “Mexican deportations” on the search box:** <https://chroniclingamerica.loc.gov>

Week 6: The Creation of Illegality as a National Problem

Tuesday, February 25, 2020:

Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton University Press, 2004).

Student-Led Discussion: _____

Due Today, Assignment #5 – Reading Reflections & Questions:

- Write a one-paragraph reflection about the assigned reading and online archive
- List things you learned from the reading
- List two questions for discussion

Online Archive, Bracero Program: <http://braceroarchive.org/items/browse/3?type=1>

Week 7: Targeting Mexicans for Repatriation and Deportation during the Great Depression

Tuesday, March 3, 2020:

Fernando Saúl Alanís Enciso, *They Should Stay There: The Story of Mexican Migration and Repatriation during the Great Depression* (Chapel Hill: The University of North Carolina Press, 2017).

Online Archive, Mexican Repatriation Newspapers:

<https://chroniclingamerica.loc.gov/search/pages/results/?state=&date1=1920&date2=1944&proxtext=Mexican+repatriation&x=0&y=0&dateFilterType=yearRange&rows=20&searchType=basic>

The search is for the years 1920 to 1944 and the search words are “Mexican Repatriation” – use these categories if the link does not directly do it for you.

Student-Led Discussion: _____

Due Today, Assignment #6 – Reading Reflections & Questions:

- Write a one-paragraph reflection about the assigned reading and online archive
- List things you learned from the reading
- List two questions for discussion

Week 8: U.S. Exclusions as a Model for Mass Repatriation in Mexico

Tuesday, March 10, 2020:

Julia María Schiavone Camacho, *Chinese Mexicans: Transpacific Migration and the Search for Homeland, 1910-1960* (Chapel Hill: University of North Carolina Press, 2012).

Different Meeting Location for the 1st-Half of Class: Wisconsin Historical Society
Meet me in the 4th floor of the Wisconsin Historical Society at the Archives Room (you’ll know you are in the right place when you see the lockers outside the archives’ reading room). Please arrive promptly at 1:20 p.m.

Student-Led Discussion: _____

Sign-up sheet distributed for individual research meetings during week 11

Due Today, Assignment #7 – Reading Reflections & Questions:

- Write a one-paragraph reflection about the assigned reading
- List things you learned from the reading
- List two questions for discussion

Week 9 - Spring Recess: No Class, March 14-22, 2020

Enjoy the Break!

Week 10: Family Archives as tools to Contribute to the Historical Record

Tuesday, March 24, 2020:

Miroslava Chávez-García, *Migrant Longing: Letter Writing Across the U.S.-Mexico Borderlands* (Chapel Hill: University of North Carolina Press, 2018).

Online Archive, *Somos Latinas Oral History Project* (Wisconsin Historical Society):
<http://content.wisconsinhistory.org/cdm/landingpage/collection/p15932coll15>

- Student-Led Discussion: _____

- Sign-up sheet distributed for individual research meetings during week 11, in case you have not already signed up.

- Due Today, Assignment #8 – Paper Proposal:** Develop a strong draft of your research proposal, include:
 - A research question, accompanied by a three-sentence explanation of why this is a good historical inquiry.
 - A short-annotated bibliography with four secondary sources and two primary sources. Under each selection, include a short description of the source, and explain how it will assist in answering your research question.

- Due Today, Assignment #9 – Reading Reflections & Questions:**
 - Write a one-paragraph reflection about the assigned reading and online archive
 - List things you learned from the reading
 - List two questions for discussion

Week 11: *Individual Research Meetings with the Professor*

Tuesday, March 31, 2020:

- This week will meet in my office Humanities 4126, during regular class time:**
 - Students will meet one-on-one with the professor during your pre-selected time window (sign-up sheet distributed during week 8 & 10)

 - Due Today, Assignment #10 – Paper Outline:**
 - Turn your research question into a thesis statement for your paper
 - Outline the main themes you will explore in your paper based on your thesis statement and sources. Use each theme to develop the topic sentences for each body paragraph
 - List your primary (two) and secondary sources (four)
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Week 12: *Oral Presentations*

Tuesday, April 7, 2020:

- Due Today, Assignment #11 – First Oral Presentation:**
 - Students will deliver a 5-minute presentation on the preliminary findings for their research papers. Share the topic of your research, thesis statement, and sources.

 - Sign-up sheet:** distributed for individual research meetings during week 14.
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Week 13: *Peer Review*

Tuesday, April 14, 2020:

- Due Today, Assignment #12 – Paper Draft:**
 - At least 3-pages, including the introduction (full with thesis statement) and first body paragraphs
 - Bring a hard copy to class
 - Students will engage in peer-review of your drafts during class

- Sign-up sheet:** distributed for individual research meetings during week 14, in case you have not already signed up.

Week 14: *Individual Meetings with Professor*

Tuesday, April 21, 2020:

- This week will meet again in my, office Humanities 4126, during regular class time:**
 - Students will meet one-on-one with the professor during your pre-selected time window (sign-up sheet distributed during week 12 & 13)

- Due Today, Assignment #13 – Revised Paper Draft:**
 - Based on the peer-review comments you received during week 13, revise your 3-pages paper draft.
 - Turn in a revised version for our meetings
 - The professor will provide additional comments to assist with your final draft

Week 15: *Formal Research Presentations*

Tuesday, April 28, 2020:

- Due Today, Assignment #14 – Formal Final Presentation:**
 - Students will deliver a 10-15 minutes presentation about their research papers
 - You are encouraged to use PowerPoint or visual aids for your talk
 - Focus on your research findings and main themes

- Due Today, Final Research Papers**
 - **LATE PAPERS WILL NOT BE ACCEPTED**

Important Note: This syllabus, course assignments, and due dates are subject to change. It is the responsibility of the student to check the course' Canvas page and attend lectures for corrections or updates to the syllabus. Any changes will be clearly noted on Canvas, announce in lecture, and through campus email.