

History 900
Spring, 202`
Empires and Migrations

Synchronous class meets alternate Thurs, 3-5:40; TEAMS

Dr. Rachel Ida Buff: rbuff@uwm.edu

Office hours by appointment

Introduction:

This is a graduate seminar with two entwined yet sometimes contradictory-feeling goals. On the one hand, we will be reading and analyzing the historical connections between the formation of empires and resultant population displacements, mostly in the Americas. On the other, each of us (instructor included!) will be attempting to produce some original research and writing over the course of the semester.

This will sometimes feel like a lot. At other times, hopefully, there will be some happy synergies, in which readings and conversations from the class spark ideas for each of our work. That's the aspiration of the seminar form, anyway.

Group Work:

During our non-meeting weeks, we will all be reading and writing. In order to lighten the load, students will be divided into groups. Each group will work together to create a "White Paper" on an assigned book, to be presented during the following class. The idea of this is to create a detailed, coherent account of a scholarly book, so that the group that was not assigned to the book can assess its value to their works in process. See "How to Create a White Paper" @ our canvas site.

Readings:

Except where noted, all readings are available online through UWM libraries.

Schedule:

Real time class #1, 1/28:

- Come to class having read the following:
 - Sylvia Federici and Maria Miles, "Colonization and Housewifization," Chapter 3 from *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labor*
 - Gerald Horne, "The Apocalypse of Settler Colonialism," *Monthly Review* v. 69 #11, 2018
 - Chapters 1&2, *The Clockwork Muse*, Eviatar Zerubavel (PDF available @ our canvas site)

Hybrid work 1/28-2/11:

- Group A creates white paper on Mireya Loza, *Defiant Braceros: How Migrant Workers Fought for Racial, Sexual and Political Freedom*; Group B creates white paper on Manu

Karuka, *Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad*

- Process work: turn in individual abstract proposals (#1) for research projects by 2/3
- Scheduling grid: make an aspirational weekly writing schedule for the semester

Real time class #2, 2/11:

- Presentation/discussion of white papers
- Presentation/discussion: research abstracts
- Presentation/discussion: writing schedules

Hybrid work, 2/11-2/23:

- Group A creates white paper on Joseph Nevins, *Operation Gatekeeper: The Rise of the 'Illegal Alien' and the Making of the U.S.-Mexico Boundary*; Group B creates white paper on Students create 2nd white paper on Stuart Schrader, *Badges without Borders: How Global Counterinsurgency Transformed American Policing*
- Process work: revise abstracts to respond to white papers by 2/14
- Read Paul J. Silvia, *Writing a Lot*, ch 1 & 2 (PDF available @ canvas). Write down two things that might be useful to you, or two things you hate and will never do from these chapters.

Real time class #3, 2/25:

- Archive instruction session
- Presentation/discussion of white papers
- Revision process: discussion
- Discuss Silvia

Hybrid work, 2/25-3/8:

- Group A: white paper on Bianet Castellanos, *Indigenous Dispossession: Housing and Mayan Indebtedness in Mexico*; Group B: white paper on Karen Roybal, *Archives of Dispossession: Recovering the Testimonios of Mexican American Herederos, 1848-1960*
- Process work (due 3/5):
 - Research abstract #2 (this one is a mild commitment)
 - Empire and migration: one- page statement drawing from white papers so far; what will be useful in your project

Real time, class #4, 3/11

- Historical Newspapers/databases instruction session
- Presentation/discussion of white papers
- Brief presentations on abstracts

Hybrid work, 3/11-3/29

- White Papers: Group A: *Taking Children: A History of American Terror*; Group B: Carl Lindscoog, *Detain and Punish: Haitian Refugees and the Making of the World's Largest Detention System*
- Process:
 - Primary source prospectus- one paragraph on what you are likely to use
 - 10- secondary source annotated bibliography due 3/20

Spring Break
3/21-27



Real Time, class #5, 4/1

- Special Collections instruction
- Presentation of White Papers
- Thesis workshop

Hybrid Work, 4/2-4/12

- Process:
 - go over all white papers. Compile useful info/quotes/points onto worksheet for your project
 - 10 page drafts to instructor & partners by 4/5 at midnight
 - Partners write one-page comments on drafts

Real Time, class # 6, 4/15

- Use synchronous class time to schedule conferences with writing partners
- Scheduled conference time with instructor

Hybrid Work, 4/15-4/29

- White papers: Group A: Nick Estes, *Our History is the Future: Standing Rock vs the Dakota Access Pipeline and the Long History of Indigenous Resistance*; Group B: Keisha N. Blain, *Set The World On Fire: Black Nationalist Women and the Global Struggle for Freedom*
- Process:
 - your 10 page draft with tracked changes for revision plan. Revisions should be extensive, including both content, sources, and composition changes. Due 4/22 to partner & instructor.

Real Time, class #7, 4/29

- Discuss white papers
- First round of presentations

Hybrid Work, 4/29-5/13

- Process:
 - Prepare final presentations

Real Time Class #8, 5/13:

- Presentations

Final Projects Due: May 20 by midnight