

Florida International University
Department of History

Professor Terrence G. Peterson

Race and Migration in the Modern Atlantic

Fall 2022

HIS 6906 – Atlantic Seminar

WOH 6932 – Research Seminar in World History I



Passport control in the Schiphol Airport, Netherlands, 1993. © Ad Van Denderen

Wednesdays, 5:00-7:40 PM
DM 370

Office DM 390
Ph. (305) 348-2809
tpeterso@fiu.edu

Office Hours Wednesdays
3:00-5:00pm or by appointment

Popular wisdom holds that the nations of the North Atlantic today face a migration ‘crisis’ that poses unprecedented challenges to their identities and security. In reality, however, the history of the Atlantic World has often been a history of human movement, and these movements have played a central role in defining the geopolitical and identarian boundaries that demarcate our world today. This course will introduce graduate students to the intersecting historiographies of migration and race in the 19th and 20th -century Atlantic World. We will explore the patterns of human movement within and connected to Europe, North America, and the Global South, as well as their relationship to changing definitions of belonging. In the process, we will compare different theoretical and methodological approaches, and touch on diverse topics such as empire,

surveillance, sexuality, and religion. What forces drove the movement of humans in the Atlantic world over the past century and a half? How has migration shaped its cultures and societies? And why has migration helped to structure ideas about race and identity?

This course comprises the first half of a two-semester seminar. Students may also opt to enroll only in the first semester as a readings course which is open to graduate students working in all eras, regions, and disciplines.

In the Fall 2022 semester, we will focus largely on readings aimed at introducing students to the theoretical and methodological approaches around gender histories of war. Students enrolled in the research seminar will also spend the semester developing a research question and a project proposal to guide their work in the spring. In Spring 2023, students will spend most of their time conducting independent research and writing an 8,000 to 9,000-word paper. We will meet occasionally to check in, and students will present their research at the end of the semester.

Course Objectives

By the end of the semester students will be able to:

- ✓ Understand theoretical and methodological approaches for studying how race, identity, nationality, and other social categories of belonging are constructed.
- ✓ Identify how notions of race and national belonging have shaped human movement within the Atlantic world over the past two centuries.
- ✓ Assess what factors drove human migration and how that movement has in turn transformed ideas of race, nationality, and belonging in the same period.
- ✓ Develop a research question and proposal for a primary-source driven project.

Course Work

Participation (50%)

Active participation is the heart of graduate seminar. I expect all students complete the readings and engage in the Australian Rules activities before and during each week's seminar. Grad seminar is a collective, collaborative endeavor, and what we get out of it depends on the efforts we put into it.

Papers (50%)

Students enrolled in the course as a readings seminar will write **two** 8-page essays on the readings, **each worth 25%** of your final grade. Each paper will critique and analyze at a minimum either two books or one book and two articles with the aim of examining the larger themes of the course as well as the methodologies, sources, or assumptions of the authors.

Students enrolled in the research seminar will complete three assignments:

- A preliminary statement of research question and short list of secondary literature, **worth 5%** of your grade.
- An annotated list of secondary literature, **worth 5%** of your grade.

- An 8-page methodological analysis paper that explores a particular theoretical or methodological approach to the study of race and migration from the course readings, **worth 20%** of your final grade.
- A final, lengthier research proposal discussing your research question, potential primary sources, and the historiography you will engage, **worth 20%** of your grade.

Seminar Structure

This semester we will use a system called the ‘**Australian Rules**’ to promote ongoing participation and continuous collaboration between the seminar members. This system will allow us to develop a shared set of questions and problems in advance so that we can devote class time to in-depth discussion, make writing a key part of our intellectual endeavor, and create an atmosphere of collegial exchange. I have adapted these rules from a set created by Dr. Jennifer Sessions at UVA.

How it works: The class is divided into three teams – A, B, and C – who work together to develop the discussion agenda in the week before discussion. To succeed, all three teams must work together thoughtfully and stick to the following schedule before each week’s class meeting.

Step 1: Team A will collectively develop a set of 3 written questions based on the week’s readings. These questions should be framed to address both the substance of the reading and some larger problem of method, theory, or historiographical argument. The questions must be posted on Canvas by **Sunday** night.

Step 2: Team B, after mutual consultation, will then respond briefly in writing to Team A’s questions and post their responses and any additional questions they want to discuss to Canvas by **Tuesday** evening.

Step 3: After reading Team A and B’s responses, Team C should work together to prepare a response to Team B that they will present in class to kick off discussion in class on **Wednesday**. Team C might critique, rebut, or expand on Team B’s answers, or raise issues not addressed by the other teams.

Each week, teams will rotate roles.

Some Ground Rules:

- Groups should not divide up readings or the writing of questions. Our aim is to develop habits of intellectual collaboration and to share the work evenly between team members.
- Respect and courtesy are key principles. It’s great, actually, to disagree; just do so productively and professionally. Differences of interpretation and opinion are often the basis of excellent discussions.

Readings

Many of the books for the course are available online through the FIU Library Catalogue, as indicated below, and for that reason I have not ordered them through the bookstore. Those not available through the library are available for purchase in the campus bookstore but can often be found cheaper online.

Articles and excerpted chapters are all available as .pdfs on Canvas.

Navigating the Pandemic

We are still in a global pandemic, and it continues to be tough on all of us. If you need to miss a meeting, submit a paper late, or any other kind of help, just reach out. We're in this together, and I hope we can show each other the patience, flexibility, and willingness to pull our weight that are needed to help make this a successful seminar.

To keep each other safe this semester, please follow these guidelines:

- Before you come to campus, check in using the P3 App before coming to verify that you are cleared to return.
- Stay home if you're sick and send me an email to make alternate plans.
- I highly recommend that you get vaccinated if you are able, and I strongly advise you to wear a mask during seminar. Our seminar room is relatively small, and numerous studies have shown that masking dramatically reduces the risk of transmission for everyone present.
- For full information on the university's COVID-19 policies, please visit FIU's [Covid-19 Guidance Website](#).

Standards of Conduct, Accessibility, and Accommodations

For guidelines relevant to all courses at FIU, review FIU's [Standards of Conduct](#).

I am committed to making this class as inclusive and accessible as possible. If you have concerns, preferred pronouns, or need accommodation of any type in this course, please reach out to me. Students with disabilities may also wish to contact the [Disability Resources Center](#).

COURSE SCHEDULE

Week 1 (8/24) – Course Introduction

Before class, please read: Zygmunt Bauman, "Migration and Identities in the Globalized World," *Philosophy and Social Criticism* 37:4 (2011): 425–435.

In class we'll introduce ourselves, review the syllabus, and discuss some of the big questions we will try to grapple with this semester.

PART I: MIGRATION AND THE MODERN STATE

Week 2 (8/31) – A Mediterranean in Motion

Julia A. Clancy-Smith, *Mediterraneans: North Africa and Europe in an Age of Migration, c. 1800–1900* (Berkeley: University of California Press, 2011). ISBN 9780520274433.

[This book is available online through the FIU catalogue.](#)

Mary Lewis, “Europeans before Europe? The Mediterranean Prehistory of European Integration and Exclusion,” in Patricia M.E. Lorcin and Todd Shepard, eds., *French Mediterraneans: Transnational and Imperial Histories* (Lincoln: University of Nebraska Press, 2016), pages 232-261.

Week 3 (9/7) – Settlers and the New World Order

James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World, 1783–1939* (Oxford: Oxford University Press, 2009). ISBN 9780199604548.

[This book is available online through the FIU catalogue.](#)

Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (Berkeley: University of California Press, 2002), chapter 4, “Sexual Affronts and Racial Frontiers,” pages 79-111.

Week 4 (9/14) – Race ‘Questions’ and Border-Making

Mae Ngai, *The Chinese Question: The Gold Rushes and Global Politics* (New York: W.W. Norton & Co., 2021). ISBN 9780393634167.

Preliminary Proposal due 9/16.

Week 5 (9/21) – Drawing the ‘Color Line’

Marilyn Lake and Henry Reynolds, *Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality* (New York: Cambridge University Press, 2008). ISBN 9780521707527.

Carina E. Ray, “‘The White Wife Problem’: Sex, Race and the Contested Politics of Repatriation to Interwar British West Africa,” *Gender & History*, Vol.21 No.3 (November 2009): 628–646.

PART II: MIGRANTS INTO CITIZENS

Week 6 (9/28) – Making Argentinians

Steven Hyland Jr., *More Argentine Than You: Arabic-Speaking Immigrants in Argentina* (Albuquerque: University of New Mexico Press, 2017). ISBN 9780826358776.

[A .pdf of the book has generously been provided for our use by the author.](#)

Benjamin Bryce, “Undesirable Britons: South Asian Migration and the Making of a White Argentina,” *Hispanic American Historical Review* 99:2 (2019): 247–273.

Annotated Secondary Source List due 9/30.

Week 7 (10/5) – Race, Gender, Immigration in France

Nimisha Barton, *Reproductive Citizens: Gender, Immigration, and the State in Modern France, 1880-1945* (Ithaca: Cornell University Press, 2020). ISBN 9781501749636.

Elisa Camiscioli, “Reproducing the ‘French Race’: Immigration and Pronatalism in Early Twentieth-Century France,” in Tony Ballantyne and Antoinette Burton, eds., *Bodies in Contact: Rethinking Colonial Encounters in World History* (Durham: Duke University Press, 2005), pages 219-233.

PART III: DECOLONIZATION AND BELONGING

Week 8 (10/12) – Refugees and National Identity

Pamela Ballinger, *The World Refugees Made: Decolonization and the Foundations of Postwar Italy* (Ithaca: Cornell University Press, 2020). ISBN 9781501747588.

[This book is available online through the FIU catalogue.](#)

Tara Zahra, “Condemned to Rootlessness and Unable to Budge”: Roma, Migration Panics, and Internment in the Habsburg Empire, *The American Historical Review*, 122:3 (2017): 702–726.

Week 9 (10/19) – Migrant Camps

Jordanna Bailkin, *Unsettled: Refugee Camps and the Making of Multicultural Britain* (Oxford: Oxford University Press, 2018). ISBN 9780198814214.

Week 10 (10/26) – Race and Belonging in Postwar Britain

Kennetta Hammond Perry, *London Is the Place for Me: Black Britons, Citizenship, and the Politics of Race* (Oxford: Oxford University Press, 2015). ISBN 9780190909949

Stuart Hall, "Cultural Identity and Diaspora," in *Colonial Discourse and Post-Colonial Theory: A Reader*, ed. Patrick Williams and Laura Chrisman (New York: Columbia University Press, 1994), pages 392-403.

Method Paper Due 10/28.

PART IV: MULTICULTURALISM AND ITS DISCONTENTS

Week 11 (11/2) – Race and Secularism in Postcolonial France

Minayo Nasiali, *Native to the Republic: Empire, Social Citizenship, and Everyday Life in Marseille since 1945* (Ithaca: Cornell University Press, 2016). ISBN 9781501704772.

[This book is available online through the FIU catalogue.](#)

Mayanthi L. Fernando, "Reconfiguring Freedom: Muslim Piety and the Limits of Secular Law and Public Discourse in France," *American Ethnologist* 37:1 (2010): 19-35.

Week 12 (11/9) – Securitizing the Border

Ruben Andersson, *Illegality, Inc. Clandestine Migration and the Business of Bordering Europe* (Berkeley: University of California Press, 2014). ISBN 9780520282520.

[This book is available online through the FIU catalogue.](#)

Ana Raquel Minian, "Offshoring Migration Control: Guatemalan Transmigrants and the Construction of Mexico as a Buffer Zone," *The American Historical Review*, 125:1 (2020): 89–111.

Week 13 (11/16) – Research Proposal Presentations

A signup sheet for 10-minute presentations will be circulated in advance.

Week 14 (11/23) – Thanksgiving

No class – you'll need Wednesday night to prepare for eating!

Week 15 (11/30) – Research Proposal Presentations

A signup sheet for 10-minute presentations will be circulated in advance.

Finals Week (12/7)

Final Project Proposal Due 12/7.