

NATALIA MOLINA
University of California, San Diego
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ACADEMIC AND ADMINISTRATIVE APPOINTMENTS

Administrative appointments:

2016-2017 Associate Dean, Interim, Division of Arts and Humanities
2014- 2015 Associate Vice Chancellor for Faculty Diversity and Equity
2011-2014 Associate Dean for Faculty Equity, Division of Arts and Humanities
2008-2010 Director of Graduate Studies, Ethnic Studies Department
2007-2008 Director for University of California Education Abroad Program in Granada, Córdoba, and Cádiz, Spain

Faculty appointments:

2015-present Professor, Department of History, University of California, San Diego
2010-2015 Associate Professor, Department of History, University of California, San Diego
2006-2010 Associate Professor, Department of Ethnic Studies, University of California, San Diego
2001-2006 Assistant Professor of Ethnic Studies, University of California, San Diego
1998-1999 Lecturer, Antioch University, Marina del Rey, California

EDUCATION

Ph.D. U.S. History, University of Michigan, Ann Arbor, 2001
M.A. U.S. History, University of Michigan, Ann Arbor, 1996
B.A. History and Women's Studies, Double Major, University of California, Los Angeles, 1993

PUBLICATIONS

Books:

Studying Race Relationally, Editors: Natalia Molina, Daniel Martinez HoSang, Ramón Gutiérrez; solicited by University of California Press, under review

Place-makers and Place-making: The Story of a Los Angeles Community, in process

How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts, University of California Press, 2014

-Awarded the Susanne M. Glasscock Humanities Book Prize for Interdisciplinary Scholarship

-Reviewed in eleven journals: *The American Historical Review*, *Reviews in American History*, *Journal of American Ethnic History*, *Pacific Historical Review*, *Western Historical Quarterly*, *Choice*, *Labour/La Treva*, *Interactions: Journal of Education and Information Studies*, *International Social Science Review*, *History: Review of New Books*, *Diálogo* (two reviews)

Fit to Be Citizens?: Public Health and Race in Los Angeles, 1879-1940, University of California Press, 2006

-Awarded the American Historical Association-Pacific Coast Branch Noris and Carol Hundley Award.

-Reviewed in seventeen journals: *The American Historical Review*, *American Journal of Sociology*, *Bulletin of the History of Medicine*, *Choice*, *Journal of American Ethnic History*, *The Journal of American History*, *Journal of the History of Biology*, *Pacific Historical Review*, *The Western Historical Quarterly*, *Journal of Contemporary History*, *Journal of the History of Medicine and Allied Sciences*, *Journal of the History of Science in Society*, *Journal of Urban History*, *Journal of the West*, *Hispanic Journal of Behavioral Sciences*, *Latin American Research Review*, *Reviews in American History*

Articles:

“Deportable Citizens: The Decoupling of Race and Citizenship in the Construction of the ‘Anchor Baby,’” in *Deportation in the Americas: Histories of Exclusion*, Texas A&M Press, forthcoming.

“Understanding Race as a Relational Concept: What’s at Stake in Seeing Ourselves in Each Other’s Histories,” *Modern American History*, forthcoming 2018.

“Writing Significant Scholarship, Helping Others, and Making an Impact in Your Field: Lessons from a Senior Scholar,” *Kalfou: Journal of Comparative and Relational Ethnic Studies*, Volume 4, Issue 2, 2017, forthcoming.

“Fear and Loathing in the U.S.-Mexico Borderlands: The History of Mexicans as Medical Menaces, 1848-Present,” *Aztlán: A Journal of Chicano Studies*, Volume 41, Number 2, Fall 2016, pp. 87-112.

“Why Didn’t More Ethnic Mexicans Sign Up for Obamacare?: Examining Public Health’s Impact over One Hundred Fifty Years,” *American Journal of Medical Research* 4(2): 20–46.

“The Importance of Place and Place-makers in the Life of a Los Angeles Community: What Gentrification Erases from Echo Park,” *Southern California Quarterly*, Volume 97, No. 1, Spring 2015, pp. 69-111.

-winner of the Historical Society of Southern California’s Carl I. Wheat and Frank Wheat Award for the best demonstration of scholarship in the *Southern California Quarterly* by an established historian

“The Long Arc of Dispossession: Racial Capitalism and Contested Notions of Citizenship in the U.S.-Mexico Borderlands in the Early Twentieth Century,” *Western Historical Quarterly*, Volume 45, No. 4, Winter 2014, pp. 431-447.

“Examining Chicana/o History through a Relational Lens,” part of the special issue on “Chicana/o History,” *Pacific Historical Review*, Volume 82, No. 4, November 2013, pp. 520-541.

“Borders, Laborers, and Racialized Medicalization: Mexican Immigration and US Public Health Policy in the Twentieth-Century,” *American Journal of Public Health*, Volume 101 No. 6 (2011), pp. 1024-1031.

---Republished in: “Regulating Borders and Bodies: US Immigration and Public Health Policy,” in *Precaious Prescriptions: Contested Histories of Race and Health in North America*, ed. Laurie B. Green et al., University of Minnesota, 2014, pp. 167-184.

---Republished in: “Regulating Borders and Bodies: US Immigration and Public Health Policy,” in *Body and Nation: The Global Realms of U.S. Body Politics in the Twentieth Century*, ed. Emily S. Rosenberg and Shanon Fitzpatrick, Duke University Press, 2014, pp. 173-188.

“Complex City: A Student Atlas of San Diego Cartography at High Tech High Media Arts,” Rachel Nichols and Margaret Noble with Natalia Molina contributing, *Parsons Journal for Information Mapping*, July 2012

"Constructing Mexicans as Deportable Immigrants: Race, Disease, and the Meaning of “Public Charge,”" *Identities: Global Studies in Culture and Power*, Volume 17, Issue 6, 2010, pp. 641-666.

“The Power of Racial Scripts: What the History of Mexican Immigration to the United States Teaches Us about Relational Notions of Race,” *Latino Studies*, Volume 8, Issue 2, June 2010, pp. 156-175.

"In A Race All Their Own!: The Quest to Make Mexicans Ineligible for U.S. Citizenship,” *Pacific Historical Review*, Volume 79, No. 2, May 2010, pp. 167-201.

"The Power of Racial Scripts: What the History of U.S.-Mexican Immigration Teaches Us about Race," *The Bulletin of the Law Society*, No. 53 (March 2008), pp. 30-52, translated by Kayoko Yukimura

with Anne-Emanuelle Birn, “In the Name of Public Health,” *American Journal of Public Health*, July 2005, Volume 95, Issue 7, pp. 1095-1097,

“Medicalizing the Mexican: Immigration, Race, and Disability in the Early-Twentieth Century United States,” *Radical History Review*, Number 94, Winter 2006, pp. 22-37.

"Illustrating Cultural Authority: Medicalized Representations of Mexican Communities in Early Twentieth Century Los Angeles," *Aztlán: A Journal of Chicano Studies*, Volume 28, No. 1, Spring 2003, pp. 129-143.

BOOK REVIEWS & MORE

-*City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* by Kelly Lytle Hernandez, *American Studies*, forthcoming

-Op-ed: “How Mexican-Americans assimilate into U.S. culture,” *San Diego Union-Tribune*, November 23, 2016

-Blog Post: “Can the humanities help us move the needle on social change?,” *California Humanities*, May 18, 2016

-Featured columnist in “Ask an Urban Historian” in the magazine, *The Next American City*, Summer 2007

AWARDS

2017-18 National Endowment for the Humanities, Public Scholar Award

2016 *Diverse: Issues in Higher Education*'s “one of 25 women who have made a difference in the world by tackling some of higher education’s toughest challenges and exhibiting extraordinary leadership skills.”

2015 Richter Avery Fellow, Huntington Library, San Marino, CA

2015 Invited Fellow, The Research Network for Latin America, Köln, Germany

2014 Distinguished Teaching Award, Academic Senate, University of California, San Diego

2013 *San Diego Magazine*'s, Latinos Making a Difference, Inspirational Leader of the Year, finalist

- 2009 Faculty-in-Residence, University of Bologna, Italy, April
2007 American Studies Association delegate, sponsored by the Japan-U.S. Friendship Commission
2003-2004 Post-doctoral Fellowship, Ford Foundation
2002 Prize for Promise, Finalist. The prize is a \$100,000 award that recognizes young women of exceptional ability, ambition, intelligence, and dedication within their field of expertise.
2000-2001 Rockefeller Post-doctoral Fellow, Center for the Study of Race, University of California, San Diego

CURRENT BOARD POSITIONS:

- Organization of American Historians (OAH), Nominating Board, 2016-2019
- University of California's President's Postdoctoral Fellowship Program, Faculty Advisory Committee, 2015-2021
- Distinguished Lectureship Program Speaker, Organization of American Historians, 2010-2013, 2014-17, 2017-2020
- Center for Comparative Immigration Studies, UCSD, Advisory Board, 2015-present

PRESENTATIONS BY INVITATION

"Place-makers and Place-making: The Story of a Los Angeles Community," Joint session with the Autry National Center and the Huntington Library, January 2018

"Place-makers and Place-making: The Story of a Los Angeles Community," Yale University, New Haven, CT Spring 2018

"Transforming Political Culture in the United States," Fiftieth Anniversary Symposium, Center for Pacific and American Studies, University of Tokyo, Tokyo, Japan, November 2018

The Annual Billington Lecture, The Huntington Library, San Marino, CA, October 2017

"Immigration and Borderlands: Past and Present," Brown University, Providence, Rhode Island, March 2017

Keynote speaker, International Conference, "Border Crossing and Medicine: Quarantine, Detention and Containment in History and the Present," Freie University, Berlin, Germany, February 2017

Book talk: How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts, Bicentennial Speaker, Department of American Culture, University of Michigan, September 2016

"Histories of Exclusion: Deportation in the Americas," Walter Prescott Webb Memorial Lectures, University of Texas at Arlington, March 2016

"Degrees of Health & Well-Being," A public lecture series to engage members of the community with the research and educational mission of the University of California, San Diego, January 2016

Keynote Speaker, "Latino Scholars' luncheon," American Historical Association's Pacific Coast Branch Conference, Sacramento, CA, August 2015

STARACO Project (Statuts, Races et Couleurs dans le monde atlantique), University of Nantes, Nantes, France, June 2015 (declined)

Book talks: How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts

-Interdisciplinary Latin American Center, Universität Bonn, Germany, April 2015

-Center for Inter-American Studies, Universität Bielefeld, Germany, April 2015

-Global South Studies Center, Universität Köln, Germany, April 2015

-Center for Mexican American Studies (CMAS), University of Houston, March 2015

-Chicana/o Studies Department, University of California, Los Angeles, March 2015

“Identity, Affinity, and Community Formation: Place-making in a Los Angeles Community,” Massachusetts Historical Society: Boston Immigration and Urban History Seminar, Boston, MA, September 2014

“Immigration, Citizenship, and the Historical Power of Racial Scripts,” North American Studies Programme of St Antony’s College at the University of Oxford, May 2014

“What Is a White Man?” Shoring up the Definitional Walls of Citizenship,” Clare College, University of Cambridge, May 2014

“The Cultural Politics of Place Making: Conversations in North American Studies,” Seminar, University Michel de Montaigne Bordeaux 3, December 2013

COURSES TAUGHT Chicana/o History (350 student lecture course); Introduction to Ethnic Studies: Population Histories (400 student lecture course); Dimensions of Culture: Diversity (350 student lecture course, Thurgood Marshall College, freshmen course); History Honors Seminar; The History of Race in the United States; The American West; Gender and Immigration; History of Los Angeles; Ethnic Studies Methodology Series: Historical Methods (graduate seminar); Adoption and Foster Care: Examining Narratives of Race; Race and the City; Race, Disease and Globalization; Race, Health and Inequality (upper division and graduate seminar); Comparative Immigrations (upper division and graduate seminar); Understanding Race through Immigration Law

PROFESSIONAL SERVICE-Outside of UCSD:

California Humanities (partner to the National Endowment for the Humanities) Board Member, 2011-2017

Fellowship application reviewer, President’s and Chancellors’ Postdoctoral Fellowship Programs, 2016 and 2017

Consultant, American Dilemma / Black Metropolis Planning Meeting, Social Science Research Council, Brooklyn, NY, July 2017

Editorial Board Member, *American Quarterly*, 2009-2014

* -200 articles reviewed during my tenure

Program Committee, “Crossing Borders,” Organization of American Historians, Atlanta, GA, 2014

Chair, Lerner-Scott Dissertation Prize Committee, Organization of American Historians, 2011

Other Skills: Fluent in Spanish; Certified Mediator, National Conflict Resolution Center, 2017

Wuhan University, Scholar of US Racial Politics/Race and Politics

My own scholarly areas of expertise and my interest in being an exchange scholar in the China Residencies Program are inseparable. I am a scholar of the history of race and ethnicity and teach and write about relational notions of race. By relational, I do not mean comparative. A comparative treatment of race compares and contrasts groups, treating them as independent of one another. A relational treatment of race recognizes that race is socially constructed, hence moving beyond more traditional, essentialist notions of race. Because of my commitment to understanding race within a relational framework, it is imperative to have these conversations with others interested in cultures, movements, interactions, and outcomes, which the fellowship would provide. I would relish the opportunity to travel to Wuhan University and collaborate with scholars of American culture, politics, and immigration who look at these issues through very different lenses.

Although I am first and foremost a historian of Mexican American History, a study of Chinese immigrants and Chinese Americans, as well as Japanese immigrants and Japanese Americans, has been central to my work on how race is mutually constitutive. I initially used this relational approach in my book *Fit to Be Citizens?*, which examined the social construction of race through an analysis of public health in Los Angeles from 1879 (when Los Angeles appointed its first health officer) to World War II. The book revealed how public health officials, armed with institutional power and buttressed and legitimized by the language of scientific objectivity, developed discourses that attributed the serious health problems confronting racialized minorities to purported deficiencies in the groups' biological capacities and cultural practices.

Fit to be Citizens? explored the relational approach by examining how the experiences of Mexicans in Los Angeles were innately connected to the experiences of the city's Chinese residents and the way that immigrants were racialized in relation to one another, often resulting in the institutionalization of a racial hierarchy. I began the book with a chapter on Chinese immigrants in Los Angeles, showing that the way health officials' views about and treatment of Mexicans was directly tied to these officials' assumptions about and experiences with LA's Chinese and white residents. These interlocking constructions of race are deeply imbedded in the city's history. Indeed, from 1869 until 1920, Los Angeles city health departments used only two racial categories: *Chinese* and *everyone else*. "Mexican" as a racial category was constructed only later, and was defined in terms of what it was not: not white, not black, not Chinese, and later, not Japanese. A relational examination clarifies how racialization projects can differ in their intent, application, and impact, depending on the specific group targeted.

In addition to broadening my experience and understanding of how scholars approach questions of race, the China Residencies Program would provide me with the opportunity to engage in invaluable intellectual exchanges with scholars outside the United States who operate outside the narrative of U.S. exceptionalism that Americanists within the United States have only recently begun to question. When working on my first book, I conducted research in archives in Mexico City, read various Spanish language newspapers that covered the United States, and I spoke to Latin Americanists about my project. The conversations I had with scholars outside my field and outside the United States were invaluable in terms of helping me think through issues outside of a US-centered framework.

Because of these enriching experiences, I have continued to seek out spaces to have conversations outside of a U.S.-bound framework. In 2007, I served as an American Studies

delegate to Japan. I still remember the lively conversation about the news coverage of the then-recent Virginia Tech shootings in which the perpetrator was a Korean student. I discussed how the story was covered in the US English-language media versus the Spanish-language media, noting that Spanish-language media often interviewed Korean shopkeepers in Los Angeles in Spanish (it's not unusual for Korean merchants in LA to learn Spanish before English when it's the language of their clientele). Other scholars from Japan and Korea jumped in with their own examples and interpretations of the media coverage in their countries and what light it shed on nationalism, Korean-Japanese conflicts, and US cultural imperialism. I was hooked. I decided that from then on I would look for opportunities for scholarly exchange. I served on the American Studies-Japanese American Studies Association Advisory Committee for three years, whose duties included hosting visiting scholars from Japan, in order to maintain this type of scholarly exchange.

From there, I went on to serve as a Study Center Director for the University of California system in Granada, Cadiz and Córdoba, Spain (2007-08). I have also held month-long residential fellowships in Bologna, Italy (2009) and Köln, Germany (2015). I've also been invited to give talks in various countries since then (Cuba, Germany, Japan, England) and although it can be difficult to accommodate such trips during the academic year, especially as I have a 50% administrative role, I prioritize these trips. Each exchange only reinforces my desire not just for intellectual exchange but exchange that decenters and destabilizes many of the ideas and frameworks we take for granted in the United States. Each also gave me an opportunity to study immigration and internal migration in very different contexts.

Last, my international experience has taught me that one needs to be flexible, dexterous, and creative when teaching to an audience where you don't share the same first language. I am devoted to teaching undergraduate, graduate, and post-doctoral students alike. I am the recipient of my campus's Distinguished Teaching Award (2014). While I have a strong teaching record, I value finding new ways to help students and, thus, I also take advantage of the resources available at my campus's new Teaching + Learning Commons. Should I be selected, I would also seek their guidance on teaching in a different country. Regardless, I will bring my skills as a K-12 Teacher Institute leader and instructor; high school long-term substitute; and former instructor in a teaching credential program to make sure that the participants in the seminar are engaged.

I am a professor of US History, Immigration History, Racial and Ethnic Studies, Urban Studies, and Public Health. My work sits at the intersections of race, culture, immigration, and citizenship. I am the author of two award-winning books. A central goal of both books has been to expose the connections among racialized groups in order to understand how race is a mutually constitutive process. To do so, I employ a relational approach to race. By relational, I do not mean comparative. A comparative treatment of race compares and contrasts groups, treating them as independent of one another. A relational treatment of race recognizes that race is socially constructed, hence moving beyond more traditional, essentialist notions of race. For example, in *How Race Is Made in America*, I expose the connections among racialized groups. I coined the term “racial scripts” to highlight the ways in which the lives of racialized groups are linked across time and space and thereby affect one another, even when these groups do not directly cross paths. Traditionally, Latino History, Asian American History, African American History, and Native American History are studied and taught separately. My theoretical framing and research unearths the connections between the groups, both those that are very visible and those that are more hidden. *How Race Is Made in America* shows how the racial construction of one group affects others, sometimes simultaneously and sometimes across long periods of time.

For the seminar, I will apply a relational approach to the study of US Racial Politics, in order to make visible the connections among subordinated groups and the logic that underpins the inclusion and dispossession they face despite the rhetoric of American democracy. Normally, when I guest lecture, I ask to see previous syllabi so that I can tailor my presentations to the group to best be in dialogue with them. I am happy to do so for this seminar, as well. Thus, what follows are ideas that can be adjusted in order to meet the goals of the seminar. I will bring in primary sources related to these themes, including political cartoons, magazines, newspapers, government documents such as congressional hearings and testimonies, as well as documentary clips that have worked well in my courses and guest seminars.

Foundations: We will start with primary documents, such as the Declaration of Independence, in order to briefly discuss core American political principles such as that “all men are created equal.” From there we will move on to discuss the ways that ideas about race were used to deny racial and ethnic groups their rights, in terms of Native American genocide, land dispossession, and settler colonialism; the US War with Mexico (1846–48), in which Mexicans living on the lands ceded to the US became US citizens legally but not socially or culturally; and slavery and the eugenic ideas that undergirded and justified it.

Citizenship I: We will examine how racial difference was codified in US founding documents. The Naturalization Act of 1790, for instance, deemed only those considered “free white persons” to be eligible for naturalization and US citizenship. In addition, the Constitution continued to allow for slavery, including the importation of slaves, until 1808 (Section 9, Article I), while the fugitive slave clause (Section 2, Article IV) required escaped slaves be returned to their owners. Moreover, for taxation purposes, whites were counted as “whole persons,” but indigenous peoples were dismissed simply as “Indians not taxed” and slaves counted as “three fifths of all other Persons” (Section 3, Article I).

Citizenship II: We will examine landmark cases regarding citizenship and how the attitudes and practices directed at one racialized group in these decisions could then be used to deny other groups their rights. Among others, we will examine the *Dred Scott* case (1857), in which the

Supreme Court ruled that Americans of African descent, whether free or slave, were not American citizens and could not sue in federal court. We will then see how that case was used as a precedent to try to attempt to deny birthright citizenship to Chinese Americans in *United States v. Wong Kim Ark* (1898), though these efforts failed.

Immigration Acts: We will examine how racial difference was codified through immigration acts and landmarks, such as the first race-based immigration laws, including the 1882 Chinese Exclusion Act, the 1907–08 Gentleman’s Agreement (which drastically reduced immigration from Japan) and the 1910 Congressional Dillingham Report which declared “new immigrants” from southern and eastern Europe to be inferior to those from Northern Europe. These acts reflecting US racial politics and racial hierarchies were codified in the 1924 Immigration Act, the nation’s first comprehensive immigration restriction law. It remapped the nation in terms of new ethnic and racial identities, most specifically transforming denigrated European ethnics into “whites” while simultaneously criminalizing Mexicans as illegal workers who crossed into the United States without authorization (the US Border Patrol was established in 1924 to enforce this new definition).

Civil Rights Movement: This section will highlight how a relational understanding of race can expand our understanding of the history of the Civil Rights movement beyond the conventional black-white binary. I will draw on recent scholarship to share various case studies in which African Americans, Asian Americans, Mexican Americans, and working class-whites found common cause during the 1960s to transcend racial boundaries and form multiracial alliances around civil rights and social justice movements. Sites of inquiry will include the War on Poverty, the 1968 Poor People's Campaign, campaigns for fair housing, grassroots movements, and political organizing. There were also low points in these histories. In order to gain civil rights, groups sometimes argued they were on the right side of the color line rather than challenging the color line itself or asserted their rights as citizens in ways that marginalized or even demonized immigrants.

The legacies of racial politics: We will discuss how the ideologies and policies undergirding these racial politics continue to play out to this day as seen in anti-blackness, Islamophobia, and nativist immigration policies. We may hail the end of Chinese exclusion in 1943, but we do not often connect how the racial script of Chinese exclusion may have affected the *Korematsu* ruling in 1944, which ruled that internment of Japanese Americans was constitutional and justified in a national security crisis—or the way that *Korematsu* is one of the precedents cited today for justifying a ban on Muslim entry to the United States. We will also discuss the DREAMers, the 800,000 youth brought to the United States by their parents without authorization and connect their treatment to a longer history of denials of cultural and social citizenship to Mexicans and other immigrants on the wrong side of the color line. This repeating pattern can be seen in the deportation of Mexicans in the 1930s, as well as efforts to deny birthright citizenship to both Mexican Americans and Chinese Americans dating back to this same period.

Names and contact information for two references who can discuss your teaching and scholarship:

Alan Kraut
University Professor Department of History
American University
yank@erols.com

Vicki Ruiz
Distinguished Professor of History and Chicano/Latino Studies
University of California, Irvine
Email: vrui@uci.edu