



HIST 512:111
Race, Place, and Space in American History

Spring 2017
Tu Th 4:30 – 5:50 pm
Campbell Hall A1 (College Ave Campus)

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Office Hours: W 2-3 pm
or by appointment

COURSE DESCRIPTION

This course provides a historical introduction to America's racial and ethnic groupings by examining the social, spatial and historical forces that have defined these groups. Weekly lectures and readings trace American racial formations, identities and experiences from the age of Columbus to the present day. Following the work of historians and geographers who emphasize the importance of space and place in constructions of racial and ethnic identity, most of the class readings chart the evolution of such identities within specific regions or communities.

Early readings illuminate how terms like “white,” “black,” “Native American,” “Mexican,” and “Asian” emerged by exploring the colonial encounters between people who ascribed one another these labels. Early American conceptions of race first took shape amidst contests over land and labor that pitted European immigrants against the indigenous peoples of North America, and ultimately led to the development of racial slavery. Early legal distinctions that defined Europeans as Christians and African and Native Americans as Heathens were supplanted by legislation that defined people by race and ethnicity. Over time these distinctions were reinforced by a variety of other forces. Later readings trace how these identities have been maintained and/or changed over time.

Distinctive from place to place, America's racial and ethnic groupings have been shaped and reshaped by regional economies such as the slave South, political initiatives such as Indian Removal and Chinese Exclusion Acts, a changing national immigration policy, and sexual and social intermixture and assimilation. Course readings will examine the links between race, region, labor, law, immigration, politics, sexuality and the construction and character of racialized spaces and places in America.

The course is organized into three chronological periods—Native Peoples and European Conquest, The Early Nation through 19th Century, and the 20th & 21st Centuries.

REQUIRED TEXTS

Almaguer, Tomas. *Racial Fault Lines: The Historical Origins of White Supremacy in California*
Katznelson, Ira. *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth Century America.*
Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of America's Great Migration*

Additional readings on syllabus are marked with an asterisk (*) and will be available on Sakai.

COURSE OBJECTIVES

This course fulfills the SAS Core Curriculum Historical Analysis (HST) requirement. The learning goals include:

- H. Understand the bases & development of human and societal endeavors across time and place.
- I. Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis.
- J. Identify and critically assess ethical issues in social science and history.
- L. Employ historical reasoning to study human endeavors.

COURSE POLICIES & PROCEDURES

Academic Integrity

The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Any violation of academic integrity is a serious offense and is therefore subject to an appropriate sanction or penalty. For more information, please consult <http://academicintegrity.rutgers.edu/>

Accommodations

Students with disabilities who need accommodations should consult the Office of Disability Services. <https://ods.rutgers.edu/students/applying-for-services>

Attendance & Tardiness

Class sessions are an integral part of this course. **You cannot be successful in this course without attending class regularly.** Students are expected to attend all class sessions and be on time and prepared. Excused absences should be cleared in advance. More than 2 unexcused absences or repeated tardiness will reduce a student's grade for attendance/participation by one letter grade or more.

If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

Assignments and Evaluation

Students will be evaluated based on written assignments and attendance and participation in class discussions. All assignments must be completed and submitted by the announced deadlines. Extensions will not be granted unless they have been arranged ahead of time with the instructor and for extenuating circumstances only.

Class Participation: Students should actively participate in discussions every class period. Class participation will be graded as follows:

A	Student participated meaningfully in every, or nearly every, class discussion (and did this without monopolizing class time away from other students); engaged thoughtfully with the other students' and professor's own contributions to class discussions; and attended every class session or only had one or two unexcused absences.
B	Student excelled in most of the above ways, but fell somewhat short on one or two of the criteria (e.g., had more than a few days of no oral participation, <i>or</i> about a third of the time made comments that reflected only a surface-level reading of the text, <i>or</i> had two unexcused absences, etc.).
C	Either the student excelled in some ways but failed in others (e.g., great contributions in class but had two weeks of unexcused absences), or the student performed merely adequately on all the above criteria (e.g., only sometimes participated in class discussions and had two or more unexcused absences).
D	Student mostly failed to meet the above criteria, but did perform adequately on some.
F	Student fails to engage with the ideas and assignments during class meetings.

Papers: There will be 3 short papers (3-5 pages) over the course of the semester.

Midterm Exam: The midterm exam will cover the first 7 weeks of the course and ask students to explain main ideas and concepts we have covered thus far.

Final Exam: The course's final exam will cover the second half of the semester and ask students to tie together broad ideas and concepts from throughout the semester.

Grading

The following is the grade distribution for this class:

Attendance/Participation	20%
Papers (3 x 10% ea)	30%
Midterm Exam	25%
Final exam	25%

Grading Scale:

A: 92.6 and above; B+: 87.6-92.5; B: 82.6-87.5; C+: 77.6-82.5; C: 72.6-77.5; D+: 67.6-72.5; D: 62-67.5; F: below 62

Course Website/Sakai

This course has a webpage on Sakai. Students should check the website regularly for announcements, course resources, and other information. Go to <http://sakai.rutgers.edu>.

Discussions

Class discussions are an essential part of this course and contribute to our understanding of the readings and lectures. Students should come to class with that day's readings, be prepared to ask and answer questions, and think critically about how the day's lecture connects to readings. We will allocate time during each meeting to discuss the readings, relate them to lectures, and answer questions or clarify issues.

In courses that deal with race, sexuality, gender, class, identity, and other social topics, people can have very strong personal opinions regarding these issues. Students are expected to conduct themselves in a respectful and cordial manner towards one another and towards the professor, listening to each other's comments and contributing constructively to the conversation. *We can disagree with each other.* Ultimately, however, our goal is to engage in discussion that furthers our knowledge of historical dynamics in U.S. society. I ask students to think critically, engage and reflect upon the readings, and learn from one another.

Electronics in the Classroom

We live in a digital world where electronic devices seem essential to our daily lives. While many of us are used to multi-tasking and being on our smart phones, laptops, and tablets constantly, **our classroom is a place for focused, sustained engagement and our time together is extremely valuable. All cell phones should be turned off during class. Laptops/tablets may be used only with the instructor's permission and only to take notes, access course readings, or do assignments to be completed during that day's class. If any student is found doing other things (Facebook, email, other school work, shopping, etc.) this will be a first warning for the entire class. A second violation of this policy by anyone will result in all laptops being banned in class in the future.**

Office Hours

Students are encouraged to meet with me at least once during the semester for office hours. You should come to see me at any time you have questions, are having a problem in class, or would just like to talk.

Other Resources

As bright, talented college students you should take advantage of the wealth of resources available to you at Rutgers to support your academic success. These include instructors' office hours, library services, tutoring, and other services. If you are experiencing emotional distress, mental health issues, or are the victim of a crime, you should visit Rutgers Counseling, ADAP, and Psychiatric Services at <http://rhscaps.rutgers.edu/> or the Office of Violence Prevention and Victim Assistance at <http://vpva.rutgers.edu/>.

Class Cancellation Policy

In the unlikely event that a class meeting must be cancelled, I will contact you via email, post an announcement on Sakai, and request staff place a note on our classroom door, if possible.

NOTE: This syllabus is subject to change, at the instructor's discretion. Any changes will be announced in class and will override what is written here.

COURSE SCHEDULE

Week 1

- 1/17 Introduction
- 1/19 Understanding Race and Geography in U.S. History
Almaguer, *Racial Fault Lines*, Intro, Ch. 1 to p. 26

I. Native Peoples and European Conquest

Week 2

- 1/24 Native Peoples in Precolonial/Colonial America
*Alfonso Ortiz, "Indian/White Relations: A View from the Other Side of the 'Frontier'," in Frederick E. Hoxie and Peter Iverson, *Indians in American History, An Introduction* (Harland Davidson, 1998) 1-14.
*Selections from: Colin G. Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America* (Bedford/St. Martin's, 1994), 43-52.
- 1/26 European Conquest and Understandings of Difference
*Excerpt from Tracy Leavelle, "Geographies of Encounter: Religion and Contested Spaces in Colonial North America," *American Quarterly* 56 (December 2004): 913-43
*Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*, Intro (1-12)

Week 3

- 1/31 Settlers, Servants and Slaves
*Craig Wilder, *A Covenant with Color*, Prologue, Ch. 1 (1-20)
- 2/2 Paper #1 DUE

II. Early National History through the 19th Century

Week 4

- 2/7 Race and Citizenship
*Matthew Frye Jacobson, *Whiteness of a Different Color*, Ch.1 (15-38)
*Ian Haney Lopez, *White by Law*, Ch 1 (1-19)
- 2/9 Manifest Destiny and Territorial Expansion
Almaguer, *Racial Fault Lines*, finish Ch. 1 (26-41), Ch. 2 (45-74)
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Week 5

2/14 Westward Expansion and Encountering Racial “Others”: Mexicans
Almaguer, *Racial Fault Lines*, Ch. 3 (75-105)

2/16 Westward Expansion and Encountering Racial “Others”: Indians
Almaguer, *Racial Fault Lines*, Ch. 4-5 (107-151)

Week 6

2/21 Westward Expansion and Encountering Racial “Others”: Chinese and Japanese
Almaguer, *Racial Fault Lines*, Ch. 6-7 (153-204)

2/23 Paper #2 DUE

Week 7

2/28 The “New” Immigrants and Concepts of Whiteness
*Frye Jacobson, *Whiteness of a Different Color*, Ch. 2 (39-68)

3/2 Nativism and Immigration Restriction
*Frye Jacobson, *Whiteness of a Different Color*, finish Ch. 2 (69-91)

Week 8

3/7 Midterm Exam

3/9 FILM: *Race: The Power of an Illusion*

-----SPRING BREAK-----

III. The 20th and 21st Centuries

Week 9

3/21 The Great Migration and Racial Geography
Wilkerson, *The Warmth of Other Suns* (1-71)

3/23 The Great Migration and Racial Geography
Wilkerson, *The Warmth of Other Suns* (72-179)

Week 10

3/28 Race in the Urban North
Wilkerson, *The Warmth of Other Suns* (223-301)

3/30 The Great Depression and the New Deal
Katznelson, *When Affirmative Action Was White*, Ch. 1-2

Week 11

4/4 WWII and the “Americans All” Campaign
Katznelson, *When Affirmative Action Was White*, Ch. 3-4

4/6 Whiteness and Suburbanization in the Postwar Era
Katznelson, *When Affirmative Action Was White*, Ch. 5
Paper #3 DUE
Film: *Race: The Power of an Illusion*, “The House that Race Built”

Week 12

4/11 The 1960s and Civil Rights
Wilkerson, *The Warmth of Other Suns*, pp. 371-431
Katznelson, *When Affirmative Action Was White*, Ch. 6

4/13 The Urban Crisis
*Craig Wilder, *A Covenant of Color*, Ch. 9 (175-217)
*Kruse, Kevin M. "The Politics of Race and Public Space: Desegregation, Privatization, and the Tax Revolt in Atlanta." *Journal of Urban History* 31, no. 5 (2005): 610-33.

Week 13

4/18 Criminal Justice and Police Brutality
*Fernandez, “Pushing Puerto Ricans Around” Chapter 4 in *Brown in the Windy: Mexicans and Puerto Ricans in Postwar Chicago*

4/20 Cities in the 21st Century
*Mumm, Jesse. "Gentrification in Color and Time: White and Puerto Rican Racial Histories at Work in Humboldt Park." *Centro Journal* 27, no. 2 (2016): 152-89.

Week 14

4/25 The Color of Immigration Today
*De Genova, Nicholas. "The Legal Production of Mexican/Migrant 'Illegality'" *Latino Studies* 2 (2004): 160-85.
* Naber, Nadine. “The Rules of Forced Engagement: Race, Gender, and the Culture of Fear among Arab Immigrants in San Francisco Post-9/11” *Cultural Dynamics* 18, (2006): 235-267.

4/27 The Post-Racial Society and Color-Blindness
Reading: TBA

Finals Week

5/4 Final Exam