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 the origins of categories such as “white,” black, “Native American” and “Asian” by exploring the colonial encounters in which these identities first took shape; while later readings trace how these identities have been maintained and/or changed over time.

Less a product of racial attitudes than of economic and political interests, 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. 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.

CORE Curriculum Learning Goals and Assessment

This course is an SAS CORE Curriculum course. As such, it is part of a new curriculum designed to “prepare SAS students for successful lives and careers built on a critical understanding of the natural environment, human behavior, and the individual’s role in diverse societies,” and incorporates the learning goals mandated by the CORE, for its historical and social analysis curriculum. These learning goals specify that students should master a number of skills that are covered in the curriculum and assignments for this course. They 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.**

Readings and Requirements

Weekly readings for this course include five short books, as well as a selection of book chapters and articles available on Sakai. Weekly readings will normally total no more than 100 pages; and all assigned reading must be completed before class. In addition to doing all the reading, over the course of the semester the students will also be asked to complete six discussion comments (see discussion assignments section below) and three papers. Occasional quizzes may be used to open discussions, and will count toward attendance. Grades will be divided as follows.

**Course Grade**

The course grade will be divided as follows: the first paper will count for 15% of the final grade; the second and third papers will comprise 25% each; the reading blogs and class participation will make up the remaining 35%. Additionally, your grade will be determined by your performance on the reading assignments (which count as part of your participation and attendance grade), as described below. Students must complete all course work in order to pass the course.
All papers and discussion assignments should be original, as indicated in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students http://history.rutgers.edu/index.php?option=com_content&task=view&id=109&Itemid=147

**Reading Discussion Blogs Sakai:** Students will create their own reading blog on our course's sakai site and write reading responses based on the assigned readings for the week. There will be 8 discussion days during the course of the semester and students are required to complete reading blog entries for 6 of the discussion days (i.e., students are allowed to choose 6 entries out of 8 during the course of the semester).

**Blog entries are due by 8AM on the day of class when an in-class discussion will be held marked (*Discussion Day) on syllabus.** These blogs will be read by the professor and/or TA only and will be graded in the following manner: ✓+ for excellent responses that go beyond summary and engage the author's arguments and sources; ✓ for good responses that demonstrate a working knowledge of the readings and identify some arguments; ✓- for responses that are poor quality and do not demonstrate engagement with or evidence of having done the readings. A record of mostly ✓+ and ✓'s will result in a half grade rise (i.e., B to B+) and a record of mostly ✓- marks will result in a half grade drop (i.e., B- to C+). Discussion days when these blog entries are due are clearly marked on this syllabus. Professor will provide prompts for the first 2 blogs.

**Booklist**


Julie Otsaka, *When the Emperor was Divine* (Penguin Books, 2002)


**Other Readings**

All other readings will be posted on Sakai.
SCHEDULE

Week 1: Race, Place, and Space

**January 21: Introduction**

**January 23: Looking for a New Place in an Old World: Columbus**

Week 2: World’s Collide: Race, Place and Conquest

**January 28: The Conquest of Paradise**

**January 30: New World Encounters**
The Letter of Columbus to Luis de Sant Angel Announcing His Discovery (1493); Amerigo Vespucci’s Account of His First Voyage (1497)

Discussion Assignment # 1:

Week 3: Race, Place and Religion in the Settlement of the New World

**February 4: Displacing the Gods**

**February 6: A Puritan among the Indians**
Mary Rowlandson, *The Narrative of the Captivity and the Restoration of Mrs. Mary Rowlandson* (1682)

Discussion Assignment # 2

Week 4: Land, Labor and Slavery

**February 11: Slavery and Freedom in the Virginia Colony**

**February 13: Film Race: The History of an Illusion, 2**

Week 5: The White Republic

**February 18: Defining the Boundaries of Whiteness**

**February 20: Removing the Indians**
Patrick Minges, Beneath the Underdog, Race, Religion and the Trail of Tears, *The American Indian Quarterly* 25:3 (Summer 2001).

1st paper due – a choice of 2 topics is outlined at the end of this document
Week 6: The Geography of Slavery and Freedom

February 25: Confinement
Stephanie Camp, *Closer to Freedom*, 12-92

February 27: Emancipation
Stephanie Camp, *Closer to Freedom*, 93-138

Discussion #3

Week 7 Race, Place and Immigration in the Age of Emancipation

March 4: The Persistence of Unfree Labor
Jung, Moon-Ho: Outlawing "Coolies": Race, Nation, and Empire in the Age of Emancipation
*American Quarterly* [Sep 2005]; The Chinese Exclusion Act

March 6: A Religious Race?
Film: *They Came for Good: A History of the Jews in America: Taking Root 1820-1880*
Eric L. Goldstein, "A Different Blood Flows in Our Veins: Race and Jewish Self Definition in the Nineteenth-Century*
*American Jewish History* 85.1 (1997) 29-55

Discussion: 4

Week 8: Whiteness in an Exclusionary Era

March 11: This Rising Tide of Color
Can Indians Become Citizens?

March 13: The Highest Stage of White Supremacy
Film: The Rise and Fall of Jim Crow

Discussion Comment #5: March 15-23 Break

Week 9: The Solid South

March 25: Negotiating Segregated Spaces

March 28: Growing up Jim Crow

2nd Paper Due

Week 10: Federal Boundaries

April 1: Immigration Restriction

April 3: The Segregated Origins of Social Security
*When Affirmative Action Was White* 1-112

Discussion Comment # 6:
Week 10, Race, Place and War

April 8: The Japanese Internment

April 10: The Enemy at Home

Discussion # 7.

Week 12: Defining the Boundaries of Post War America

April 11: Who Assimilates?: Federal Policy
Ira Katznelson, *When Affirmative Action Was White* 112-172

April 13: Race and Residence, Film: Race History of an Illusion 3

3rd paper Due

Week 13: Race, Space and Place and Civil Rights

April 22: Fighting for Caucasian Rights

April 24: From Black Power to Red Power

Discussion Comment # 8:

Week 14: Race, Class, Place in the New Millennium

April 29: The Continuing Significance of Race

May 1: Race, Space, Place and Culture
1st Paper Assignment 1: Due Wednesday, February 15@ 7:50 PM

Please write a paper on one of two topics listed below:

1. Write a three-page paper analyzing the race relations discussed in our readings in terms of the thesis that Patrick Wolfe lays out in his article on “Land, Labor and Difference.” To what extent do the elementary structures of race he describes in his article capture the social and political relationships described in our readings? In addition to discussing Wolfe, your paper should draw on two or more readings from weeks 3-5.

1. In Myne Own Ground, T.H. Breen and Stephen Innes contend that seventeenth century Virginia was a society in which the ownership of property was as significant as skin color in structuring social relations. What evidence do they use to support their claims and how persuasive is their overall argument? Write a three page paper assessing Breen and Innes discussion of “race and freedom” in Virginia.

Your paper should be carefully written and also typed, spell-checked, and proofread for grammatical errors. Please provide complete citations for all the quotations that you include in your paper. Please submit your papers on time. Papers submitted late will be marked down one letter grade; no assignment will be accepted more than one week past the due date. For help in preparing your paper, please consult the websites listed below.

Writing Historical Essays
http://history.rutgers.edu/index.php?option=com_content&task=view&id=106&Itemid=147
On Thesis Statements
Proofreading tips
Chicago Manual of Style Citation Guide
http://library.osu.edu/sites/guides/chicagogd.php