This course examines the history of race relations in the United States from the earliest North American settlement to the present. Race is a social construct and as such it has been created and recreated throughout American history. Racial classifications have provided justification for Indian extermination and removal, enslavement (first of Native tribes and then of Africans), legal segregation, and ghettoization (both of immigrants and African Americans). It has also played an important role in constructing the concept of citizenship. To be non-white in much of American history was to be a non-citizen; to be white, was to be a citizen. Yet, the parameters for defining who was white were constantly changing. And with these changes came very material consequences for different groups of people.

This course is designed to examine some of these historical moments in America’s history of race. It is not a comprehensive survey of race relations, but an examination of several examples within the larger history. I have broken the class into three broad historical periods. The first examines race in its colonial and antebellum context. We will examine the formation of African slavery in British North America, the slaves' resistance to it in antebellum America, and the decades-long war between the Shawnee and Americans. The second topic examines the formation of whiteness in America in the century after 1850. In this century, immigration, imperialism and racial segregation forced leaders of the country to combat and define what whiteness meant and which group of people were entitled to its privileges. In the third section of the class we examine race relations in the era of the civil rights movement. Of special concern is the national nature of racism in the last half-century. We will explore the similarities and differences of race relations in the South and the North.

Any course in the history of race relations produces a certain amount of uncomfortableness. We will examine, after all, events like slavery, Indian removal/extermination, lynching, race riots and murders. To ignore this facet of race relations would be to whitewash a major theme in American history. There were other interactions between racial groups, of course, and we will spend considerable time discussing these “everyday” structures of race relations.

**Learning Goals**

Students who have successfully completed this course will be able to do the following:

- Explain “race” as a theoretical concept, how it functions as a power dynamic in the United States.
- Examine the “origins” of racism in the United States.
- Map out the role of race in America’s historical development, and identify the political, economic, cultural, and psychological consequences.
- Identify the multi-ethnic dimensions of race politics; in short, that race in the United States is not merely a black-white issue.
- Identify the significance of “whiteness” as an active agent in race politics.
• Examine the national elements in the history of race relations; in short, that race is/was not just a southern problem.

Assessment

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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Race Relations Interview</td>
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<tr>
<td>Antebellum Resistance Essay</td>
<td>14%</td>
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<tr>
<td>Whiteness and Immigration Essay</td>
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<td>Civil Rights Essay</td>
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<tr>
<td>Wiki</td>
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<td>Quizzes</td>
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<td>Attendance</td>
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Assignments

Essays: Students will complete three papers for this course. The first is a 1500 word essay on the antebellum resistance. The second is a 2000 word essay on whiteness and immigration. The third is a 2000 word essay on civil rights. It is due at the time of the final exam. All essays MUST use Times New Roman font, size 12. Margins should be no bigger than 1.25” and no smaller than 1”. All essays should be double-spaced. There should be a title page and page numbers on each page.

Students must properly cite all material used in the essays. I will accept Chicago Manual of Style format or American Psychological Association format. Regardless of which format is in use, students should be consistent in applying it. I have listed all the authors in Chicago format in the schedule section of the syllabus. Students should include a works cited/bibliography page for each essay using the appropriate format.

Sources outside class material are not allowed in the essays. These are not research papers! You should incorporate a wide array of reading material, lecture notes, and information from wikis.

I will take off 2 points per day (not week) for late papers. The final essay is due at the time of the final exam and cannot be late.

Quizzes: The largest single component of your final grade is the cumulative quiz score. I will give 3-4 quizzes throughout the semester that assess reading comprehension. These will be pop-quizzes that are open-note but NOT open-book. There will be some multiple choice and short answer, but the main format will be paragraph-length responses.

Modern Race Relations Interview/Essay: Each student will conduct an audio/video interview about modern race relations. The recordings are due on September 16th, and a short reaction paper (500 words) follows. It is due September 23rd.
Instructions, part 1: For this assignment, I am asking you to interview someone (anyone - a friend, a parent, a roommate, a stranger, the guy next to you in Calculus class – but not a classmate in this class) about race relations in America today. You can take one of two paths: 1) How do you define race? What constitutes a race? How do you define yourself racially? How do you define yourself ethnically? If there is a difference, ask why there is a difference? 2) Race relations has been in the news recently, whether it was the Trayvon Martin decision or Philadelphia Eagle, Riley Cooper's use of the n-word. Ask: An issue of race has been in the news recently. What was it? What did you think about it? How did you respond to this issue?

You need to record the interview and save it as an mp3 or video file. Most smart phones can do this. Experiment with recording before you line your interviewee up. If, for whatever reason, you cannot manage to upload a mp3 or common audio/video file, please provide a transcript of the interview. The interview should be between 5-10 minutes. Upload your interview to the course software.

Instructions, part 2: Listen to two other students interviews. In a 500 word essay, respond to the interview you conducted and the ones you heard. Talking about race is often a difficult subject. How did you personally find it? What struck you about your interview or the others that you listened to? Were there any themes that ran through the interviews? Were there any differences or similarities?

Wikis: In groups of three, students will participate in the construction of a wiki on an individual, law, or event that is important in the history of race relations. I have chosen the topics (they are available on Canvas). Students can sign up individual or in a group by using the Canvas system.

What is a wiki? English Professor Elizabeth Weber defines wikis this way: “a series of collaboratively created web pages that may contain text, images, videos, and links. In a classroom context, the wiki is usually thematically linked to the specific course content. The instructor establishes the parameters for the wiki, and then the pages are individually or collaboratively created and edited by the students.”

What I like about the idea of using a wiki is that it is both collaborative and iterative – it is created by more than one mind and repetitively revised.

Goals: The goal of each wiki is to create a guide for researchers about the importance of this individual, law, or event to the larger history of race relations in America. You are creating this wiki for use by other university and college students, or other academic researchers. Thus, I want the wiki to present an array of biographical information, links to other print and archival resources, pictures, video

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(if appropriate), and bibliographic content. A key aim of the wiki will be to present useful, scholarly sources and information on the topic.

**Schedule:** The wikis are semester-long projects. You and your group should start researching and creating the wiki by week 3, September 16th. Each group will present their wiki twice in front of the class. The first presentation is a preliminary report. You will show the class what you have designed and tell us a little biographical information about your topic. These presentations are interspersed throughout the semester to correspond to the larger history we are examining. They should be about ten minutes long. The second presentation will occur at the time of the final exam. Then, you can show off your finished project. By November 18th, every student must study another group's project and give that group written feedback.

**Assessment:** You will receive one final grade for the wiki project. The grade will assess the quality of the information and sources in your final project. All members of the group will receive the same grade. I will not grade the presentations or the peer-feedback. I will, however, take point of the final grade if you do not participate in the feedback or presentation. I put the grading rubric for the wikis on the course system.

**Classroom Activities**

I will start most classes with a short lecture that will set the historical and theoretical foundation for that week’s topic. You are expected to listen, take notes and ask questions. We will have in-depth discussions of the reading material in class. Please come to class with written notes on the reading and prepared to talk about them. Most weeks we will also examine a primary-source document for discussion and interpretation. All of these documents center around the role of law in constructing and maintaining racial definitions and privilege. You do not need to have read these before class. We will read them aloud in class, and then discuss them.

**Participation:** Discussion of the reading assignments is a key component of the course. We will spend considerable class time analyzing the reading. To earn an “A” participation grade, you will have to demonstrate consistent and cogent contributions to discussion that are related to the reading. I have listed discussion topics in the schedule section of the syllabus (and in the calendar in Canvas) to give you a starting point for thinking about the readings for that week.

**Attendance:** Since participation is such a key component to the class, your attendance is required and I will take attendance at the beginning of each class. If your miss more than one class I will decrease you attendance grade by 25% for each absence. Attendance also directly affects your ability to participate; you cannot contribute anything if you are not in class. To earn full attendance credit, students need to be present until the end of the class period!

**Books**

**Required:** (Available at the Bookstore: check the AAS and HIS section to find them).

**Recommended:** (This is not at the Bookstore. It is scanned and available on course software. However, we will be reading considerable pages from this book and for some – like me – the paper copy is easier).
Schedule
Week 1 Introduction: Bending Time in Bern: Relativity, Race and Historical Perspective

Part I: The Origins and Expansion of Racism in Colonial and Antebellum America

Week 2 The Origins of Anti-Black Racism

Discussion Questions: Was racism a new world (after-Columbus) or old world (European) phenomena? How have historians approached the introduction of African slavery in Virginia? How did indentured servitude and Bacon's Rebellion alter slavery in Virginia?

Week 3 Rethinking the New and Old World
***Modern Race Relations Interview is due.

Discussion Questions: In what ways was the New World man-made even before Columbus? In what ways are boundaries (geographical, cultural, racial, and sexual) important in the history of the Shawnee interactions with Anglo-Americans? What role do the French and British play in this history?

Week 4 Tecumseh and Tenskwatawa
***Modern Race Relations Interview Peer Review is due
Reading Assignment: Colin Calloway, The Shawnees, chapters 5-8; *Mark Wagner, “‘He is Worst Than the [Shawnee] Prophet': The Archaeology of Nativism Among the Early Nineteenth Century Potawatomi of Illinois,” Midcontinental Journal of Archaeology, 31 (Spring 2006), 89-117 (excerpted).

In Class Interpretation: Cherokee Nation v. Georgia (1831)
Wiki Presentation: Chief Pontiac, Wounded Knee Massacre.
Discussion Questions: Who was most responsible for the ongoing battles between the Shawnee and US? What can archaeology tell us about the difference between nativists and accommodationists in Potawatomi society? How did this difference between nativist and accommodationists play out in Shawnee history?

Week 5 Slavery and Rebellion in the Antebellum Period

In Class Interpretation: Dred Scott v. Sanford (1857)
Wiki Presentation: Frederick Douglass, David Walker.
Discussion Questions: 1) Explain Frederick Douglass's statement here: "America is false to her past, false to her present, and solemnly binds herself to be false to the future." 2) Analyze Malcolm X's comment: "John Brown … was a white man who went to war against white people to help free slaves.
And any white man who is ready and willing to shed blood for your freedom — in the sight of other whites, he's nuts.” Was John Brown "nuts”? 3) How did the courts help uphold the sexual economy of slavery?

**Part II: Citizenship, Whiteness and Immigration**

**Week 6  From Slavery to Freedom to … ?**
***Antebellum Resistance Essay Due***


In Class Interpretation: Cruikshank v. United States (1876)

Discussion Questions: 1) To what extent did the post Civil War years mark a "golden moment," to use Eric Foner's words, in American history? How long did that "golden moment" last? 2) The Congress in these years passed legislation that was enshrined in the Constitution that dealt with race. How effective was the 14th amendment? 3) What happened at Colfax, Louisiana?

**Week 7  Aliens at mid-19th Century: Irish and Chinese**


In Class Interpretation: People v. Hall (California Supreme Court, 1854).

**Wiki Presentations:** Chinese Exclusion Act (1882), Alfred E. Smith.

Discussion Questions: 1) Describe the similarities and differences in the representations of the Irish and Chinese immigrants. How did the Irish become "white," but the Chinese became non-"white"? 2) Respond to W. E. B. Du Bois's two questions at the end of the chapter: "How shall man measure progress where the dark-faced Josie lies? How many heartfuls of sorrow shall balance a bushel of wheat?"

**Week 8  Border Colonialism and American Imperialism**


**Wiki Presentation:** 1924 Immigration Act, Takao Ozawa.

Discussion Questions: 1) How were Mexicans and Mexican Americans racialized by Americans? 2) What role did race play in Mexico prior in the years prior to American imperialism (1848)? 3) Who was the real Don Francisco Muro?

**Week 9  White(?) Immigrants at the turn of the Century**

**Part III: Civil Rights to Katrina**

**Week 10 Race in Cold War America**

*** 2000 word Essay on Whiteness Due


Wiki Presentations: Mildred and Richard Loving; Fannie Lou Hamer.

Discussion Questions: 1) What are the origins of the Civil Rights movement? 2) What is Project “C,” and why is it important? 3) Examine the decision in the Brown case. What is the Court saying about the financial and economic equality of the two school districts? 4) To what extent has the ruling in Brown come to fruition?

**Week 11 Civil Rights Successes**


In Class Interpretation: Griffin v. School Board of Prince Edward County (1964)

Discussion Questions: 1) What is the importance of the Edmund Pettus bridge? 2) President Johnson made a speech before a joint session of Congress and declared that: “we shall overcome!” Johnson, there, used the language of the civil rights movement. How dedicated was Johnson to that movement?

**Week 12 Civil Rights Comes North: The Campaign for Open Housing in Chicago, 1966**


Discussion Questions: 1) What role did the federal government play in creating racial segregation in post-WWII urban and suburban America? 2) Interpret and contextualize this quote by Martin L. King, Jr., “I think the people of Mississippi need to come to Chicago to learn how to hate.”

**Week 13 Urban Race Relations, from Watts to Katrina**


Discussion Questions: 1) Historian Mary Ryan suggests that riots can be a manifestation of political speech and action. To what degree were the 1960s riots political? 2) Darwin BondGraham argues that the devastation wrought by Hurricane Katrina was not a natural phenomena, but a racial one. How did race impact New Orleans and its residents during and after the storm?

Week 14 (at date of Final Exam): **Race Relations Wiki Review; Final Essay on Civil Rights Due.**