

RACE AND ETHNICITY IN THE UNITED STATES

History 21:512:388 – SPRING 2019,

Tues: 6:00-9:00

Professor Kornel S. Chang

Office Hours: Tuesday, 12:30-2:30pm, Conklin 313

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This course introduces students to the history of race and ethnicity in the United States. Focusing on the period after 1865, students will examine the social construction of race and ethnicity, with the aim of understanding the complex ways race and ethnicity have operated in American politics and culture. We will look at how race and ethnicity have been defined; how definitions have changed over time; their internal logic and contradictions; and the political, economic, and cultural work they have performed in post-1865 America. We will approach these issues from a comparative perspective, probing the experiences of differently racialized groups through in-depth analysis of primary and secondary sources. Topics include lynching and Jim Crow, immigrant exclusion, sex across the color line and miscegenation laws, racism in popular culture, postwar creation of urban “ghettos” and suburbanization, and the rise of the prison-industrial complex.

Assignments and Grade Breakdown

Class Participation	10%
Quizzes (Best 4 out of 5 grades)	20%
Primary Source Paper	20%
Mid-Term Exam	25%
Final Response Paper	25%

***Late assignments will not be accepted (except in the case of excused absences).
Surprise Quizzes will be administered during the beginning of class (No make-up
quizzes for lateness or absence)***

Attendance

Attendance is mandatory. Two unexcused absences lower your final grade by one letter grade. Any student who misses four or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Class absence may be excused in case of illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. All other absences including those due to a job or an interview will NOT be excused. For further detail on university regulations on class attendance see http://catalogs.rutgers.edu/generated/nwk-ug_0608/index.html

Academic Honesty and Plagiarism Policy

All written work submitted by students should be their own. Students need to be careful about distinguishing their own ideas and writings from other sources. Plagiarism includes quoting or paraphrasing from another source without properly citing it. Plagiarism is grounds for automatically failing the course. Further details can be found here <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.

Electronic Device Policy

The use of portable electronic devices such as cellphones and tablets are strictly prohibited during class hours. Laptops are also prohibited except for note taking purposes. Cellphones should be turned off prior to class. Violations will result in a deduction in your participation grade.

Students with Disabilities

Rutgers University is committed to ensuring the participation of all its students in its programs. Students with disabilities, including learning disabilities, requiring assistance and/or accommodation should speak with Disability Services in a timely manner. For more information, see <http://roberson.rutgers.edu/studentlife/disability.html>.

Additional Resources

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in

Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does **not** have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

COURSE SCHEDULE AND READINGS

Week 1

January 22 **Introduction**

Week 2

January 29 **What is Race?**

- Barbara Fields, "Slavery, Race, and Ideology in the United States of America," New Left Review 181 (May/June 1990): 95-118. **(READ TWO TIMES)**
- *Virginia 1662 Slave Law*

Week 3

February 5 **Native Americans and the "Origins" of Race**

- Richard White, The Middle Ground: Indians, Empires, and Republics in Great Lakes Region, 1650-1815 (Cambridge: Cambridge University Press, 1991), 50-93.
- Philip J. Deloria, Playing Indian (New Haven: Yale University Press, 1998), 10-37.

In-Class Film: Race: Power of an Illusion (Part II)

Week 4

February 12 **Abolitionism, Segregation, and Jim Crow**

- Glenda Gilmore, Gender and Jim Crow: Women and the Politics of White Supremacy (Chapel Hill: North Carolina Press), 91-118.
- Nancy McLean, "The Leo Frank Cases Reconsidered: Gender and Sexual Politics in the Making of Reactionary Populism," Journal of American History (Dec. 1991): 917-948.

Film: Slavery By Another Name

Week 5

February 19 **Asian Exclusion**

- Paul Kramer, "The Case of the 22 Lewd Chinese Women"

- *Samuel Gompers Racializes Chinese American Labor* (1902)
- Matthew Frye Jacobson, *Whiteness of a Different Color*, 223-245.

In-Class Film: *Chinese Exclusion Act*

Week 6 **Empire and Nation**
February 26

- Robert Rydell, *All the World's Fair*, 154-183
- Paul Kramer, "The Water Cure," *New Yorker*.

<https://www.newyorker.com/magazine/2008/02/25/the-water-cure>

Film: Race Power of an Illusion (Part III)

Week 7 **European and the National Origins Act**
March 5

- John Higham, *Strangers in the Land*, 158-193.
- Madison Grant, *Passing of the Great Race*, Chapters 2 & 4.

Primary Source Paper#1, Due in Class

Film: Sacco and Vanzetti

Week 8
March 12 **Midterm**

Week 9
March 19 **No Class: Spring Break**

Week 10
March 26 **Performing "Blackness" and Miscegenation**

- Melvin Patrick Ely, *The Adventures of Amos 'N' Andy* (Charlottesville: University Press of Virginia), 115-159.
- Peggy Pascoe, "Miscegenation Law, Court Cases, and Ideologies of Race in Twentieth-Century America," *Journal of American History* (1996): 44-69.

Film: *The Loving Story*

Week 11

April 2 **Race and War**

- Mary Dudziak, Cold War Civil Rights: Race and the Image of American Democracy (Princeton: Princeton University Press, 2000), 79-114.
- John Dower, “War Hates and War Crime.”
- William Petersen, “Success Story, Japanese American Style,” *New York Times Magazine*, 9 January 1966, 20-21, 33, 36, 38,40-41, 43.
- “Success Story of One Minority Group in U.S.,” *U.S. News and World Report*, 26 December 1966, pp. 73-76.
- Excerpts, *The Moynihan Report*.

Week 12

April 9 **Postwar Ghetto and Suburb Making.**

- Ira Katznelson, “White Veterans Only.”
- *Saturday Evening Post*, July 14 and 21
- “Postwar Society and Culture.”

Film: Race: Power of an Illusion Part III.

Week 13

April 16 **No Class**

Week 14

April 23 **Mexican Immigration and the Making of the “Illegal Alien”**

- Mae Ngai, Impossible Subjects: The Making of the Illegal Alien in Modern America (Princeton: Princeton University Press, 2004), 127-166.

Film: Crossing Arizona

Week 15

April 30 **The War on Drugs and the Prison-Industrial Complex**

- Michele Alexander, The New Jim Crow (New York: New Press, 2012), 178-220.