

RACE AND ETHNICITY IN THE UNITED STATES

Undergraduate Syllabus

History 21:512:388 – FALL 2020,

Mon: 6:00-9:00

Professor Kornel Chang

Office Hours: By appointment, by phone or zoom

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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

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|----------------------|-----|
| Class Participation | 15% |
| Reading Quizzes | 20% |
| Response Papers | 20% |
| Primary Source Paper | 20% |

Class Rules

I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, will be counted against the participation grade.

This means, in concrete terms:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,
- no use of computers or laptops for any purpose except to take notes or review assigned readings under discussion,
- no working on other course homework.

Technology Rules

Students may use laptops and tablets during class for class-related activities only. If I learn that students are using these devices for any other purpose, I may impose further restrictions. Students are also prohibited from listening to any other device in this class that has not received prior authorization. Further, do not keep headphones in your ears even if you are not listening to anything. In essence, you are in class approximately 3 hours a week. Please be present and prepared when you are here.

Attendance Policy

Attendance is mandatory. Students are expected to attend every class, arrive on time and stay for the duration of the class. *Excused vs. Unexcused absences:* The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: "The recognized grounds for absence are 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."

I will take attendance at the beginning of every class. After three unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. Any student who misses four or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. I realize that delays are sometimes inevitable, and I would rather that you come to class late than not at all. To accommodate that, I will give you three free late passes – after the third late arrival, the late policy as stated above will kick in, with no exceptions. Leaving early without prior permission will count as an unexcused absence.

Policy on Academic Integrity (Cheating and Plagiarism)

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the

assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

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

Generally speaking, it is a violation of the academic integrity code to:

- Use someone else's words or ideas without attribution
- Copy content from someone else's paper, quiz, or exam
- Have someone else complete course assignments

Names and Pronouns

An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the gendered pronouns you use (for example, I go by he/him/his). Please feel free to let me know your name and/or the pronouns you use at any time.

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs,

concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

For Technology Assistance: <https://coronavirus.rutgers.edu/technology-resources-for-students>

Contact information for OIT-Newark Help Desk: <https://runit.rutgers.edu/hd/>

COURSE SCHEDULE AND READINGS

All readings are available on canvass or on-line. Films can be accessed through the Rutgers library website or a streaming platform.

Week 1

Sept. 8 Introduction

Week 2

Sept. 14 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*

<https://www.library.unsw.edu.au/study/information-resources/primary-and-secondary-sources>

Week 3

Sept. 21 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.
- Watch: Race: Power of an Illusion (Part II)

Response Paper#1 to *Race: Power of an Illusion*

Week 4

Sept. 28 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 MacLean, "The Leo Frank Cases Reconsidered: Gender and Sexual Politics in the Making of Reactionary Populism," Journal of American History (Dec. 1991): 917-948.

Week 5

Oct. 5 Asian Exclusion

- Erika Lee, "The Chinese Are No More," 75-112.
- *Samuel Gompers Racializes Chinese American Labor* (1902)

Reading Quiz#1

Week 6

Oct. 12 Empire and Nation

- Robert Rydell, *All the World's Fair*, 154-183
- Gary Gerstle, "Theodore Roosevelt and the Divided Character of American Nationalism," Journal of American History 86:3 (Dec. 1999): 1280-1307.

Film: Race Power of an Illusion (Part III)

Week 7

Oct. 19 Immigration and Citizenship

- John Higham, *Strangers in the Land*, 158-193.
- Ian Haney-Lopez, *White By Law*, 56-77
- Madison Grant, *Passing of the Great Race*, Chapters 2 & 4.

Week 8

Oct. 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.

Primary Source Paper, due before class.

Week 9

Nov. 2 Race and War

- Mary Dudziak, Cold War Civil Rights: Race and the Image of American Democracy (Princeton: Princeton University Press, 2000), 79-114.
- 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 10

Nov. 9 Postwar Ghetto and Suburb Making.

- Ira Katznelson, "White Veterans Only."
- *Saturday Evening Post*, July 14 and 21
- Kenneth Jackson, "Federal Subsidy and the Suburban Dream," 191-218.
- "Postwar Society and Culture."

Film: Race: Power of an Illusion Part III.

Reading Quiz#2

Week 11

Nov. 16 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), 56-90 and 127-166.

Week 12

Nov. 23 The War on Drugs and the Prison-Industrial Complex

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

Response Paper#2

Week 13

Nov. 30 Race, Covid-19, and BLM

- <https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html>
- <http://www.asianpacificpolicyandplanningcouncil.org/stop-aapi-hate/>
- <https://www.nytimes.com/2020/06/02/opinion/george-floyd-protests-1960s.html>
- <https://www.theatlantic.com/magazine/archive/2020/09/the-end-of-denial/614194/>

Week 14

Dec. 7 TBD

Final Take-Home Paper Due (Date TBD)