

Race and Ethnicity in the United States

Graduate Syllabus
History 21:512:388
Fall 2020
Monday, 6:00-8:50

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Office Hrs: Available by zoom or phone, by appointment

Description

This seminar examines the historical development of racism, seeking to understand the complex ways in which race has functioned in the Americas, with a focus on the United States. While racism has proven to be a durable and pervasive phenomenon, it is not without a history. We will examine how race and racism has shifted and changed over time addressing, among other things, how it has been defined; its internal logic and contradictions, and the political, social, and cultural work it has performed in the service of nation and empire. In doing so, we will focus on the ways in which race has been articulated with and alongside other systems of difference including class, gender, and sexuality.

Readings average 150-200 pages per week and students will be expected to write and turn in a short response paper each week.

Course Requirements

I. *Participation and Discussion* (20%)

Class meetings consist of discussions with students debating historical evidence, research methods, and interpretations. Active participation and listening are expected for each session.

II. *Critical Response Papers* (40%)

Students will be required to write a 1-2 page response to the reading each week. The paper is due via e-mail prior to class. Late papers will not be accepted.

III. *Final Historiographical Essay* (40%)

For the final essay, students will have the opportunity to explore one of the major historiographical issues/questions raised in the class in depth, analyzing and synthesizing several texts of your choosing. (15-20 pages).

Required Texts

- Walter Johnson, *Soul by Soul* (Harvard University Press, 1999)
- Linda Gordon, *The Great Arizona Orphan Abduction* (Harvard, 2001)
- Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, 2004)

- Paul Kramer, *The Blood of Government: Race, Empire, the United States and the Philippines* (UNC, 2006)
- Arnold Hirsch, *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960* (Chicago, 1998)
- Elizabeth Hinton, *From the War on Poverty to the War Crime: The Making of Mass Incarceration in America* (Harvard, 2016)

All required texts are currently available electronically on the Rutgers library website.

Attendance

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.”

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.

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 articles/essays are available through the library website or on the internet. Films can be accessed through the Rutgers library website or a streaming platform.

Week 1

Sept. 8 Introduction

Week 2

Sept. 14 Defining the Terms

- Barbara Fields, "Slavery, Race, and Ideology in the United States of America," *New Left Review* 181 (May/June 1990): 95-118.
- Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91:5 (December 1986): 1053-1075.
- Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, 1-47.

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

Week 3

Sept. 21 Race and Slavery

- Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 2000).

Week 4

Sept. 28 Middle Grounds and Racialized Spaces

- Richard White, *The Middle Ground: Indians, Empires, and Republics in Great Lakes Region, 1650-1815* (Cambridge: Cambridge University Press, 1991), 50-93.
- David Montejano, *Anglos and Mexicans in the Making of Texas, 1836-1986* (Austin: University of Texas Press, 1987), 24-128

Week 5

Oct.5 Gender and Making of Jim Crow South

- Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy* (Chapel Hill: North Carolina Press), 61-118.
- 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 6

Oct. 12 Frontier Expansion

- Linda Gordon, *The Great Arizona Orphan Abduction* (Harvard, 2001).

Week 7

Oct. 19 Performing Whiteness

- Philip J. Deloria, *Playing Indian* (New Haven: Yale University Press, 1998), 1-37.
- Walter Johnson, "The Slave Trader, the White Slave, and the Politics of Racial Determination in the 1850s," *Journal of American History* 87, no. June (2000): 13-38.
- Peggy Pascoe, "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth-Century America," *Journal of American History* (1996): 44-69.
- Ian Haney-Lopez, *White By Law*, 56-77

Week 8

Oct. 26 Performing Blackness

- David Roediger, *Wages of Whiteness: Race and the Making of the American Working Class* (New York: Verso Press, 1991), 95-132.
- Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (Cambridge: Harvard University Press, 1998), 117-136.

- Melvin Patrick Ely, *The Adventures of Amos 'N' Andy* (Charlottesville: University Press of Virginia), 115-159.

Week 9

Nov. 2 Race and Empire

- Paul Kramer, *The Blood of Government: Race, Empire, the United States and the Philippines* (Chapel Hill: University of North Carolina Press, 2006), 82-241.
- Ann Stoler, "Sexual Affronts and Racial Frontiers: European Identities and the Cultural Politics of Exclusion in Colonial Southeast Asia," in *Tensions of Empire: Colonial Cultures in a Bourgeois World*, eds. Frederick Cooper and Ann Laura Stoler (Berkeley: U of California Press, 1997), 198-237.

Week 10

Nov. 9 Individual Meetings for Final Paper

Week 11

Nov. 16 Immigration and Borders

- Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*, 1-166.
- Kornel Chang, "Enforcing Transnational White Solidarity: Asian Migration and the Formation of the U.S.-Canadian Boundary." *American Quarterly* 60:3 (Sept. 2008): 671-696.

Week 12

Nov. 23 Race and Postwar Spaces

- Arnold Hirsch, *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960*.
- Kenneth Jackson, "Federal Subsidy and the Suburban Dream," 191-218.

Week 13

Nov. 30 The War on Drugs and the Prison-Industrial Complex

- Elizabeth Hinton, *From the War on Poverty to the War Crime: The Making of Mass Incarceration in America* (Cambridge: Harvard University Press, 2016).

Week 14

Dec. 7 TBD

Final Historiographical Essay Due (Date TBD)