

HIST 295: Race, Citizenship and Inequality In Modern U. S. History

Professor: Jane Berger
Semester: Spring 2012
Room: 114 Comenius
Time: Tuesday/Thursdays 10:20-11:30



Hurricane Katrina Survivor Milvertha Hendricks, 84, New Orleans convention center, 2005. AP
PHOTO/ERIC GAY

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Office hours: W 10:30-11:30
T/Th 11:30-1:00

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Course Description:

As we begin the semester, Barack Obama is currently serving as the first president of color of the United States. The 2000 U.S. Census revealed that the incomes of African Americans rose higher than the incomes of any other group in the country during the last decade of the twentieth century. Meanwhile, Latinos, who are the largest minority group in the U. S., produced a presidential hopeful in the 2008 Democratic primary, and their growing political and economic power are attracting the attention of both national policy-makers and the business community. Asian Americans have higher college graduation rates than any other racial group, and the graduates tend to have correspondingly high incomes. And many Native American Indian tribes have seized a niche in the nation's postindustrial economy, and casinos produce new streams of revenue that are invigorating some communities. In light of the changes, some pundits have begun to argue that nation has entered a "post-racial" era in its history.

Despite these important shifts, however, poverty rates among African Americans, Latinos, Asian Americans and Native American Indians well exceed those among whites, with African-American, Latino and Native-American rates hovering around twenty-five percent. Incarceration rates for African Americans and Latinos far surpass those for whites. And health statistics such as infant mortality rates and life expectancy reveal alarming racial disparities in the nation. The trends suggest that that race remains a significant factor in American public life and reinforce the views of civil and human rights activists that many people of color have been and remain second-class citizens in the United States.

In this course, we are going to examine connections between race and inequality in twentieth-century U. S. history. We will consider the roles race and ethnicity have played in determining who can and cannot become a U.S. citizen. We will also study the ways in which the entitlements of citizenship have or have not been distributed equally to all in the nation. We will study as well the various forms political activism by communities of color have taken and the range of demands activists have made. Finally, we will investigate the ways public policies and laws have contributed to intensifying and alleviating racial disparities. Ultimately, we will be looking to history in an effort to understand racial inequalities that persist today.

Students are expected to arrive in class prepared to participate in discussions and class activities, which will be based on the day's reading assignment.

Learning Goals:

By the end of the course, students should improve their ability to:

- 1.) Describe and identify chronologically key events in modern U.S. history that have relevance to the issues of race and inequality.
- 2.) Describe and analyze the often conflicting responses diverse groups of people living in the U.S. have had to changes and key events in modern U.S. history.

- 3.) Analyze historical events from modern U.S. history using critical race theory and gender and feminist theory.
- 4.) Employ critical race theory and gender and feminist theory in your quest to become more ethical and moral decision-makers.
- 5.) Critically evaluate secondary sources (books, chapters and articles) written by historians. As you gain experience reading secondary sources with a critical lens, you should become increasingly adept at identifying: theories scholars rely on to make their points; assumptions scholars make as they attempt to convince you that something is so; and potential points of view or perspectives that scholars either develop quite well or neglect.
- 6.) Write thesis-driven essays composed of paragraphs with identifiable and logically-linked arguments that incorporate knowledge gleaned from secondary historical sources.
- 7.) Articulate your opinions clearly in the presence of your peers. Much of our class time will be dedicated to discussion. Over the course of the semester you should become increasingly comfortable expressing your opinions publicly and describing them effectively.
- 8.) Think and read critically. As you analyze the materials we read for class, you will have to think carefully about the assumptions the scholars you are reading have made and the points of view they are trying to convince you to believe. The critical thinking and reading skills you develop should help you become more discerning interpreters of the information you encounter in all aspects of your life.

Required Readings:

1.) Books:

Annelise Orleck, *Storming Caesars Palace: How Black Mothers Fought Their Own War on Poverty* (Boston: Beacon Press, 2005).

David Cole, *No Equal Justice: Race and Class in the American Criminal Justice System* (New York: The New Press, 1999).

Terry Greene Sterling, *Illegal: Life and Death in Arizona's Immigration War Zone* (Lyons Press, 2010).

2.) E-reserve readings (available on Blackboard)

Assignments and Exams:

Paper #1	15%
Paper #2 (involves two drafts)	20%
Paper #3 (involves two drafts)	25%

Paper #4	20%
John Lewis paper	5%
Participation (and reading quizzes if necessary.)	15%

Pop-quizzes will be administered only in the event that students appear not to be completing reading assignments.

Late Papers

Students will be penalized for turning in papers late. Grades will be lowered by 1/3 of a grade for each day a paper is late. In other words, an A paper will become an A- paper if it is one day late, a B+ paper if it is two days late, etc. (weekends and holidays included). Papers will be considered on-time as long as they are electronically submitted to the professor by 11:59 p.m. on the day they are due. Students must also submit a hard copy of each assignment within 24 hours of emailing a paper.

Academic Honesty

Plagiarism or any other form of academic misconduct will be dealt with in accordance with Moravian College's Academic Honesty Policy as described in the Student Handbook.

Laptop and Handheld-Devices Policy

As the use of laptops in the classroom has increased in recent years, so too has the temptation for students to use them for purposes unrelated to the course. Students who succumb to the lure of technology, however, miss important course material, distract their classmates and frustrate their professors. As a result, the participation grade of students found to be using laptops for purposes not related to the course will be lowered a full letter grade for each infraction. Similarly, the participation grade of students found to be using hand-held devices for non-emergencies will be lowered a full grade for each infraction. Let's spend the short time we're in class together analyzing, discussing and learning about history.

Disability Policy:

Students who feel they may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students who wish to request accommodations in this class for a disability also must contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Class Schedule:

** Reading assignments for each class session must be completed
prior to the start of class. **

Week One

Jan. 17: Introduction

Jan. 19: Critical Race Theory

Michael Omi and Howard Winant, “Racial Formation,” from *Racial Formation in the United States, Second Edition* (New York: Routledge, 1994) pp. 53-76. Blackboard

(While reading the following, think about how the people described are defining “race.”)

Ozawa v. United States, 1922. Blackboard (skim to get the nuts and bolts of the case)

“*Thind v. United States*: The United States Supreme Court Clarifies the Meaning of ‘White,’” 1923. Blackboard

Virginia’s Racial Integrity Act (1924):

http://www2.vcdh.virginia.edu/encounter/projects/monacans/Contemporary_Monacans/racial.html

Read the portions of the Wikipedia entry that describe how race was delineated in the American census over the decades:

http://en.wikipedia.org/wiki/Race_and_ethnicity_in_the_United_States_Census

Week Two

Jan. 24: Racialized Gender/Gendered Race

Elsa Barkley Brown, “‘What Has Happened Here:’ The Politics of Difference in Women’s History and Feminist Politics,” in *We Specialize in the Wholly Impossible: A Reader in Black Women’s History*, eds. Darlene Clark Hines, *et. al.* (New York: New York University Press, 1995) pp. 39-54. Blackboard

Ida B. Wells, “A Red Record,” (1895)

http://www.digitalhistory.uh.edu/learning_history/lynching/wells2.cfm

Jan. 26: Racialized Conceptions of Citizenship in the Early Twentieth Century

Evelyn Nakano Glenn, “Citizenship: Universalism and Exclusion,” from *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Cambridge: Harvard University Press, 2002) 18-55. Blackboard

<p>Paper #1 due by email Jan. 30 at 5 pm. Please bring a hard copy to class on Tuesday, Jan. 31.</p>
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Week Three

Jan. 31: Building an Overseas American Empire: Race and Foreign Policy

Major Problems in American History, 115-131. [Blackboard](#)

Major Problems in American Foreign Relations, 191-196.

Feb. 2: Class 7: Racialized Conceptions of Citizenship: Immigration Policy

Major Problems in Asian American History, 123-137. [Blackboard](#)

Justin Akers Chacon and Mike Davis, *No One is Illegal: Fighting Violence and State Repression on the U.S.-Mexico Border* (Haymarket Books, 2006), 173-179.

Week Four

Feb. 7: The Great Migration and Class Dynamics in African-American Communities

Hazel Carby, "Policing the Black Woman's Body in an Urban Context," *Critical Inquiry* (Summer 1992) 738-755. [Electronic journal article](#)

Major Problems in African-American History, 170- 183. [Blackboard](#)

Feb. 9: The Great Depression, Ethnicity and Whiteness

Major Problems in American Immigration and Ethnic History, 360-379. [Blackboard](#)

Draft one of Paper #2 due by email on Mon, Feb. 13. Hardcopy due in class on Tues. Feb. 14.
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Week Five

Feb. 14: Building a Racialized Welfare State

Robert Lieberman, "Race, Class, and the Organization of Social Policy: The Social Security Act" from *Shifting the Color Line: Race and the American Welfare State* (Harvard University Press, 1998) pp.23-66. [Blackboard](#)

Feb. 16: World War II at Home and Abroad

Alison Bernstein, *American Indians and World War II: Towards a New Era in Indian Affairs* (University of Oklahoma Press, 1999) pages TBA. [Blackboard](#)

Justin Akers Chacon and Mike Davis, *No One is Illegal: Fighting Racism and State Violence on the U.S.-Mexican Border* (Haymarket Books, 2006) 139-154. [Blackboard](#)

Students must meet with the professor during the week of Feb. 20 to discuss paper first drafts. A sign-up sheet will be distributed in class.

Week Six

Feb. 21: World War II and Japanese Internment

Major Problems in Asian American History, 304-318. (And get a jump start on the readings for Thursday.)

Feb. 23: The Cold War: Closings and Openings?

Mary Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (Princeton University Press, 200) Chapter 1, 18-46. Blackboard

Primary Source: *We Charge Genocide* Blackboard

Week Seven

Draft two of Paper #2 due by email at 5 on Feb. 27 and as a hardcopy in class on Feb. 28.

Feb. 28: The Great Society as Job Creation

Annelise Orleck, *Storming Caesars Palace: How Black Mothers Fought Their Own War on Poverty* (Boston: Beacon Press, 2005) Introduction and Chapter 1, pp. 1-36.

John Lewis, *Walking With the Wind: A Memoir of the Movement* (Simon and Schuster, 1998) 255-290.

Topic Paragraph for Paper #3 due in class on March 1.

March 1: “Welfare Warriors” and the War on Poverty

Orleck, *Storming Caesars Palace*, 37-97.

Week Eight

Spring Break: Begin identifying sources for your annotated bibliography and read ahead in *Storming Caesars Palace*.

Week Nine

March 13: Civil Rights Legislation

Orleck, *Storming Caesars Palace*, 98-167.

March 15: Jobs, Justice and Affirmative Action

Nancy MacLean, "The Hidden History of Affirmative Action," *Feminist Studies*, vol. 25 (Spring 1999) 42-78.

Thomas Sugrue, "Affirmative Action from Below: Civil Rights, The Building Trades, and the Politics of Racial Equality in the Urban North, 1945-1969" *Journal of American History* (June 2004) 145-173. [Electronic journal article](#)

Partially annotated bibliography for Paper #3 due by email on March 15 by 5pm.

Week Nine

March 20: Immigration Reform of 1965

Major Problems in American Immigration and Ethnic History, 430-439 and 465-475.

Nelson Lim, "On the Backs of Blacks? Immigrant and the Fortunes of African Americans" in *Strangers at the Gates: New Immigrants in Urban America* ed. Roger Waldinger (University of California Press, 2001) pp. 186-227. [Blackboard](#)

March 22: Debating the Causes of African-American Urban Poverty

Michael Katz, "The Urban 'Underclass' as Metaphor of Social Transformation," in *The "Underclass" Debate: Views from History*, Michael Katz (ed.) (Princeton University Press, 1993) 3-23. (Be forewarned that scholars have largely abandoned with term "underclass." As you read the essay, think about why that might be the case.)

Orleck, *Storming*, 168-207.

Introductory paragraph with thesis for Paper #3 due by email on March 23 by 5 pm. Students must meet with the professor during the week of March 26 to discuss thesis drafts.

Week Ten

March 27: New Federalism and Policy Origins of the Conservative Ascendancy

Orleck, *Storming*, 208-278.

March 29: Morning in America?

Cole, *No Equal Justice*, 1-62.

Week Eleven

April 3: Law and Order in Black and White

Cole, *No Equal Justice*, 63-100.

Orleck, *Storming*, 279-310.

April 5: Neoliberalism and Its Racialized Consequences

Cole, *No Equal Justice*, 101-157.

Hardcopy of draft one of Paper #3 due in professor's office on April 6 by 5 pm.
(Email a copy as well to be on the safe side.) Students must meet with the
professor during the week of April 9 to discuss the drafts.

Week Twelve

April 10: Mass Incarceration

Cole, *No Equal Justice*, 158-180.

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2010) Introduction, 1-19.

April 12: Colorblindness?

Lani Buinier and Gerald Torres, *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy* (Harvard University Press, 2002) 32-66.

Week Thirteen

April 17: Presentations

Complete Terry Greene Sterling, *Illegal: Life and Death in Arizona's Immigration War Zone* by April 26.

Draft two of paper 3 is due the class after you do your presentation.

April 19: Presentation

Week Fourteen

April 24: Presentations

April 26: Discussion of *Illegal* and Wrap-Up

The final paper for the class will be due on the day and at the time our final exam is
scheduled to occur.