

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

Professor: Jane Berger
Semester: Spring 2014
Room: 305 Comenius
Time: Monday/Wednesday 8:55-10:05



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

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Course Description:

As we begin the semester, Barack Obama is currently serving his second term 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 (although the recent recession brought on a significant reversal of fortunes). Justice Sonia Sotomayor is the first Latino to serve on the U.S. Supreme Court. 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 incomes than the rest of the general population, and Asians outnumber Hispanics as immigrants to the United States. 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:

Laura Briggs, *Reproducing Empire: Race, Sex, Science and US Imperialism in Puerto Rico* (University of California Press, 2002).

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2012)

Leo Chavez, *The Latino Threat: Constructing Immigrants, Citizenship and the Nation* (Stanford University Press, 2008).

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%
Tim Wise 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. The Handbook describes plagiarism as: "the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation."

Disability Policy:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Class Schedule:

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

Week One

Jan. 13: Introduction

Jan. 15: 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

Skim this 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

Please print out and read the primary source document you have been assigned, which corresponds to the first letter of your last name. While reading your document, think about how the people involved defined who is “white” and who isn’t and the rationales they used.

Last names A-C read:

Ozawa v. United States, 1922. Blackboard

Last name D-M read:

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

Last name N-Z read:

Virginia’s Racial Integrity Act (1924):

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

Week Two

Jan. 20: No Class; Dr. Martin Luther King’s birthday observed

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. 22: Racialized Conceptions of Citizenship

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. 21 at 5 pm. Please bring a hard copy to class on Wednesday, Jan. 22.</p>
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Week Three

Jan. 27: Building an Overseas American Empire: Race and Foreign Policy

Major Problems in American History, 115-131. Blackboard

Briggs, *Reproducing Empire*, Chapter 1.

Jan. 29: Racialized Conceptions of Citizenship: Immigration Policy

Major Problems in Asian American History, 123-131. Blackboard (Please note: You are not required to read the third excerpt by Ngai that begins on 132. Please do so if you have the time, however, because, she is a major scholar in the field of race and citizenship.)

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.

Briggs, *Reproducing Empire*, Chapter 2.

Week Four

Feb. 3: The Great Migration and Class Dynamics in Communities of Color

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

Briggs, *Reproducing Empire*, Chapter 3.

Feb. 5: The Great Depression: Shifting Understandings of Ethnicity and Whiteness

Major Problems in American Immigration and Ethnic History, 360-379. Blackboard

Draft one of Paper #2 due by email on Tues., Feb. 4. Hardcopy due in class on Wed., Feb. 5.

Week Five

Feb. 10: Building a Racialized Welfare State and Repatriation

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

Students must meet with the professor during the week of Feb. 10 to discuss your first drafts. A sign-up sheet will be distributed in class.

Feb. 12: World War II: Military Service, Internment and Labor

Major Problems in Asian American History, 304-318.

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](#)

Week Six

Feb. 17: 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](#)

Feb. 19: The Cold War

Major Problems in American Foreign Relations, 338-354.

Briggs, *Reproducing Empire*, chapter 4.

Draft two of Paper #2 due by email at 5 on Sunday, Feb. 23 and as a hardcopy in class on Feb. 24.

Week Seven

Feb. 24: Conceptions of Racial Privilege

Tim Wise, reading to be announced.

Topic Paragraph for Paper #3 due in class on Feb. 26.

Feb. 26: Race, Gender and Violence

Briggs, *Reproducing Empire*, chapter 5.

Danielle L. McGuire, *At the Dark End of the Street*, “Prologue.” [Blackboard](#)

Week Eight

Spring Break

Week Nine

March 10: Civil Rights Movements and Legislation

Oral History videos. Website addresses will be distributed in class.

“Deacons of Defense, 1966” <http://www.youtube.com/watch?v=Roe5jgOD1Ss>

Partially annotated bibliography for Paper #3 due by email on March 11 by 5pm.

March 12: The Great Society

Briggs, *Reproducing Empire*, chapter 6 and epilogue.

Week Ten

March 17: 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 19: 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.)

Introductory paragraph with thesis for Paper #3 due by email on March 23 by 5 p.m..

Week Eleven

March 24: New Federalism and Policy Origins of the Conservative Ascendancy

Alexander, *The New Jim Crow*, chapters 1 and 2.

Listen to an interview with Michelle Alexander from NPR’s *Fresh Air*:
<http://www.npr.org/2012/01/16/145175694/legal-scholar-jim-crow-still-exists-in-america>

March 26: Morning in America?

Alexander, *The New Jim Crow*, chapters 3 and 5.

Week Twelve

March 31: Globalization and Labor

Sassen, “Global Circuits.” Blackboard

April 2: Middle Eastern and Muslim-Americans Since 9/11

Anny Bakalian and Mehdi Bozorgmehr “Middle Eastern and Muslim-American Studies Since 9/11,” *Sociological Forum*. Blackboard

Email draft on of Paper #3 on April 6 by 5 pm. Bring a hard copy to class on April 7. Students must meet with the professor during the week of April 7 to discuss the drafts.

Week Thirteen

April 7: Colorblindness?

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

Blogger AR Ward, <http://arward.net/2011/06/defending-colorblindness/> , <http://arward.net/2011/06/the-absurdity-of-michelle-alexander-and-%e2%80%9cthe-new-jim-crow%e2%80%9d/> , <http://arward.net/> (Look for “Tim Wise: Wrong as Usual”)

April 9: Presentations

Leo Chavez, *The Latino Threat*, Introduction and chapters 1 and 2.

Week Fourteen

April 14: Presentations

Leo Chavez, *The Latino Threat*, chapters 3 and 4.

April 16: Presentation

Leo Chavez, *The Latino Threat*, chapters 5 and 6.

Week Fifteen

April 21: No Class

April 23: Discussion of *The Latino Threat* and Wrap-Up

Leo Chavez, *The Latino Threat*, chapters 7 and 8.

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