

History 465:
History of Race and Ethnicity in the US, 1890-present
San Francisco State University
Spring 2009

Dr. D. Mabalon

12:35-1:50pm Tues & Thurs Room: Thornton 335
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Teaching Assistants:

Julie Lewis and John Elrick are your TAs for this course.

TAs are graduate students who are gaining practical teaching experience through planning and delivering lectures, grading exams, offering assistance to students, and generally assisting the professor in administrative tasks.

Course Description

This course focuses on the construction of race and the practices of racial oppression in the United States from Reconstruction to the present. This course begins with the rise of the Jim Crow South in the 1890s and the dawn of American empire, and concludes with discussions of issues of racism, race and ethnicity into the 21st century. In this course, we will discuss how racialization, racism, and constructions of race and ethnicity were experienced by different groups at significant points in American history, race relations among groups, and how gender, sexuality and class intersect with race and ethnicity to shape identities and life experiences. Each week, we will analyze, compare and contrast the experiences of Native Americans, European Americans, African Americans, Asian Americans, and Latina/os, as well as their complex interactions and interracial and interethnic relations.

Using varied sources such as books and articles, primary sources, archival documents, films (documentaries and Hollywood films), photographs and autobiographies, we will discuss how women, men, youth, the working and middle class, and immigrants experienced racism, racialization, and ethnic experiences throughout American history. At the end of the course, students will be able to: understand twentieth century American history through the lens of race, identify and discuss key historical events which affected racial/ethnic groups in the United States, understand how race, class, and gender are historically specific and contingent categories, and to contextualize their own racial experiences within U.S. history. This course consists of lectures, films, and in-depth discussions and activities. Students will be evaluated based on attendance and participation, a take-home midterm and final that consists two short essays, and an oral history-based research paper. This course fulfills the Segment III GE requirement.

****Important: The syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student's responsibility to attend every class, check email announcements and check ILearn for any additional readings, schedule changes, or examination/due date changes.*

ILearn <http://online.sfsu.edu/>

Students MUST log in regularly to the ILearn program for an online version of this syllabus with live links to the assigned primary documents and web resources, additional readings, and for course announcements, online study guides, final paper guidelines, and helpful links.

Required Texts

All readings are available at the SFSU bookstore, and will be on 2 hour reserve in the library.

Trouble in Mind, Leon Litwack
America Is In the Heart, Carlos Bulosan
The Autobiography of Malcolm X, Malcolm X as told to Alex Haley
When Affirmative Action Was White, Ira Katznelson
Lakota Woman, Mary Crow Dog
Can't Stop, Won't Stop: A History of the Hip Hop Generation, Jeff Chang

**Additional readings and materials are on the web and on ILearn as indicated in the lecture/reading schedule. Complete the readings for each week by the Thursday of the week they are assigned.

Course Requirements and Grade Distribution

20% Class Participation and Attendance

This class is both a lecture and a discussion course. *This course contains a significant reading load and requires active participation in weekly discussions.* Students must be *thoroughly* prepared to contribute actively and attentively to discussions and participate in all group activities.

Attendance is mandatory. I expect your attendance at every class, except for the days with a documented medical emergency or legitimate religious observance. If you are absent, you are responsible for getting materials and updates from a classmate. More than three unexcused absences will result in a zero attendance/participation grade.

5% Community Event Attendance and Paper

Attend a community event with themes of race/ethnicity and write a short, 2 page reflection on the event, incorporating issues, questions and themes from the course.

25% Take-Home Midterm

The midterm will consist of a take-home essay with identifications and short essays. The take-home essay should be typed, 4-5 pages, double spaced, on 8 1/2 by 11 white paper, with 12 point standard font (Times, Palatino). The midterm will be handed out on **Thursday, March 1**, and is due at the beginning of class **Thursday, March 15**.

25% Take-Home Final

Same format and guidelines as the take-home midterm. The final will be handed out on Tuesday, April 28 and is due during our final session at 1pm on Tuesday, May 22.

25% Final Paper (12 page oral history research paper)

In this paper, you must interview a person at least 25 years older than yourself to gain insight on their life experiences with regards to race/ethnicity/identity. The paper will analyze events in his/her life and contextualize them within the larger contours of 20th century American history. You can interview anyone; i.e., a family member, friend, mentor, etc., as he/she should be someone who is familiar with you. A detailed final paper guideline and a guide to oral histories will be distributed in class and posted on ILearn by Week 2. You must also read the One Minute Guide to Oral History at <http://bancroft.berkeley.edu/ROHO/resources/1minute.html>. A sample paper will be posted on ILearn as well. Paper proposals, which should contain an identification of your subject, 20 interview questions, and three outside sources. A complete typewritten transcript of your interview is also required. See chart below for due dates.

You will receive an automatic "F" for this course if you fail to complete at least 80% of the course requirements. If you sign up for a CR/NCR, you must have at least a "C" to get CR.

Due Date	Assignment/Requirement	Percentage
Weekly	Participation and Attendance	20
By last class	Community Event Paper	5
March 3	Oral History Paper Proposal	*
March 17	Take Home Midterm Due	25
April 2	Oral History Transcript Due	*
May 7	Oral History Paper due in my office, 10:30 am, Sci 267B	25
May 21, 11am	Take Home Final Due	25 *grade includes proposal & transcript
	TOTAL	100

Class Policies/Essential Information

Add/Drop

It is the student's responsibility to pay close attention to the university's add/drop deadlines.

Makeup Exams/Late Papers

Late papers will only be accepted with a documented personal/family emergency. Always print 2 hardcopies of papers (one to turn in, and one to keep for your own records). Papers by email attachment will not be accepted. Papers should not be slipped under my door, and should be turned in in class.

Rules of Courtesy and Engagement In Scholarly Discourse:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. In this spirit, please abide by the following guidelines:

- *Active participation in class discussions and attendance and attention at lecture is a significant part of your grade (20%).* You must come to class *on time* and prepared. Do not ask others to sign in for you; doing so will forfeit your entire participation grade.
- *Do not come late.* Latecomers, and those who leave early without notifying me, disrupt lecture and discussion and display a disregard and disrespect for the learning and teaching environment of the university.
- *Please be courteous and respectful at all times.* In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other's opinions and comments with courtesy and respect, even when they diverge from our own. I encourage diverse views, but hostile, violent and disrespectful comments and behavior will not be tolerated.
- *Disrespectful and Discourteous Behavior will not be tolerated.* Sleeping in class, talking privately with neighbors during lectures and discussions, reading other materials, text messaging, talking on your cell phone, using the internet, listening to your iPod, coming to class under the influence of illegal drugs or alcohol, tardiness, asking others to sign in for you, packing up early, and leaving before class is dismissed are signs of serious disrespect for one's fellow students, the instructors, and the course materials. Such discourteous and disrespectful behavior will have a serious, detrimental effect on your participation grade, and I will ask you to leave the class immediately. Students will be required to remain respectful toward all members of the class.

****Everyone must accept guidelines to remain in this course, and those who cannot abide by these policies will be subject to university disciplinary action.**

Electronic Devices ALL CELL PHONES, PAGERS, PALMS, MP3 players and other electronic devices MUST be turned off during lecture. LAPTOPS must be used EXCLUSIVELY for notetaking or presentations.

Academic Integrity: Policies on Cheating and Plagiarism

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts include assisting another student to do so. Plagiarism is a specific form of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work. Penalties for plagiarism range from a 0 to an F on a particular assignment, through an F for the course, to expulsion from the University. For more information on SFSU's policies on cheating and plagiarism, refer to the University Catalog. I also expect students to adhere to an ethic of academic integrity in which we treat one another with respect and honesty. Examples of a *lack* of academic integrity includes signing in for other students, or other kinds of misrepresentation to the professor or to other students.

Students with Special Needs

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center is available to facilitate the reasonable accommodations process. They can be contacted at Student Services room 110, at 415.338-2472, at dprc@sfsu.edu, and at <http://www.sfsu.edu/~dprc>. It is your responsibility to make arrangements with this office for accommodations (for example, longer test times) at least two weeks prior to the exams.

Extra Help

Students are highly encouraged to seek help from the professor, teaching assistants, and free tutoring and writing assistance at the Learning Assistance Center, <http://www.sfsu.edu/~lac> and from the Campus Academic Resource Program, or CARP, at <http://www.sfsu.edu/~carp/>. I also highly encourage you to come to office hours.

SCHEDULE OF LECTURES, DISCUSSIONS, AUDIO/VISUAL MATERIALS AND READINGS

****Important: The syllabus and schedule are always subject to change. It is your responsibility to check on announcements made while you were absent for any additional readings, schedule changes, or examination/due date changes.*

Make sure you complete your readings by Thursday each week.

Print out and bring the assigned readings from iLearn and the web (when practical), and bring the assigned book to class with you on Thursdays.

Week 1 The History of 'Race' and 'Ethnicity': Defining Our Terms and Understanding Oppression

- 1/27 Course Introduction: Race & Ethnicity in America after 1890
- 1/29: Film: *Race: Power of an Illusion* and discussion on race, ethnicity and racial oppression

Reading:

- Litwack, *Trouble in Mind*, Ch. 1-3

iLearn:

- "ReadinginHistory.doc" in iLearn under Course Documents
- George Fredrickson, *Racism: A Short History*, Ch. 3

Week 2: Jim Crow

2/3: Jim Crow

2/5: Responses to Jim Crow

- *Trouble in Mind*, Ch. 4-8

ILearn:

- Voter Registration Literacy Test, PDF document
- Ida B. Wells Urges Self-Defense, 1892
- Maggie Lena Walker Talks to Black Men about Racial Responsibility, 1906
- The Niagara Men Pledge Themselves to Persistent Agitation, 1905

Web:

- The NAACP Platform, 1908
<http://www.loc.gov/exhibits/odyssey/archive/06/0608001r.jpg>
- Booker T. Washington, Atlanta Exposition Speech
<http://historymatters.gmu.edu/d/39/>
- *Trouble in Mind*, Ch. 3-5 (discussion on Feb. 8)

Week 3: Native American Removal and Americanization

2/10: Wounded Knee, Native Removal and Boarding Schools

2/12: Film: *500 Nations: Attack on Culture*

Reading:

- *Lakota Woman*, Ch. 1-3

ILearn:

- David Wallace Adams, Parts Two and Three, in *Education for Extinction: American Indians and the Boarding School Experience*

Week 4: Asian Immigration: Race, Nativism, Citizenship and Americanization

2/17: "The Yellow Peril": Chinese & Japanese Immigration and Exclusion

2/19: Film: *Carved in Silence*

Reading (all on ILearn):

- Samuel Gompers, *Meat vs. Rice*, 1906
- Letter from Mary Tape to the SF School Board, 1885
- The Asiatic Exclusion League Argues that Asians Cannot Be Assimilated, 1911
- Fu Hi Chao, Chinese American, Reprimands Americans for Anti-Chinese Attitudes and Law, 1907
- Andrew Gyory, "The Significance of Chinese Exclusion" and K. Scott Wong, "Chinese Responses to Exclusion," from *Major Problems in Asian American History*

Web:

- The Chinese Exclusion Act: <http://www.ourdocuments.gov/doc.php?flash=false&doc=47>

Week 5: European Immigration: Race, Nativism, Citizenship and Americanization

2/24: The 'New' European Immigration, Anti-Immigrant Sentiment, and Americanization. Short film clip: *Immigrants in America*

2/26: Nativism and Whiteness

Take-Home Midterm Distributed Today

Reading on ILearn:

- Roediger, chapter from "Working Towards Whiteness"
- *Thind vs. United States*: The United States Supreme Court Clarifies the Meaning of "White," 1923
- Mae Ngai, "The Immigration Act of 1924," from *Major Problems in Asian American History*

Web:

- Toni Morrison on race and immigration:
<http://www.time.com/time/magazine/article/0,9171,979736,00.html>

Week 6: Race and Empire: The Spanish and Philippine-American Wars

3/3: Smoked Yankees, Buffalo Soldiers and the Fight for the Philippines

Oral History Paper Proposal Due Today

3/5: Black Soldiers and Brown Rebels: The Philippine-American War

Reading:

- Bulosan, *America is in the Heart*, Parts I and II

ILearn:

- W.E.B. DuBois, selections from *The Souls of Black Folk*
- James Gatewood, Ch. 2 and Ch. 5, *Smoked Yankees: Negro Soldiers and the Struggle for Empire*

Web:

- Rudyard Kipling's *The White Man's Burden*: <http://historymatters.gmu.edu/d/5478/>

Week 7: Race, Immigration, the Harlem Renaissance, and Migration between the Wars

3/10: The Great Migration and the rise of Black Nationalism

3/12: Harlem Renaissance/Mexican Immigration before 1924

Reading on ILearn:

- Marcus Garvey Assesses the Situation for Black People, 1922
- Congressman John Box Objects to Mexican Immigrants, 1928
- Alain Locke Defines the "New Negro," 1924
- David Levering Lewis, Ch. 4, *When Harlem Was in Vogue*
- George Sanchez, Ch.3, *Newcomers to the City of Angels*, in *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945*

Web: Claude McKay, "If We Must Die," <http://historymatters.gmu.edu/d/5130/>

Week 8: Fighting in the Fields: Race, Labor, 'Green Gold' and the Great Depression

3/17: Race, Labor and the Great Depression/New Deal

** *Take-Home Midterm Due Today at the BEGINNING of class*

3/19: Mexicans and Filipinas/os in California in the 1930s

Reading:

- Bulosan, parts 3 and 4, *America Is In the Heart*
- Katznelson, Ch. 1 and 2

ILearn:

- Carey McWilliams Assails Mexican Repatriation from California, 1933
- George Sanchez, Ch. 4: "Americanization and the Mexican Immigrant," in *Becoming Mexican American*
- C.M. Goethe, *Filipino Immigration Viewed as a Peril* (1931)

Web:

- Photographs of Signs Enforcing Racial Segregation by the Farm Security Administration/Office of War Information Photographers: http://www.loc.gov/rr/print/list/085_disc.html
- Langston Hughes, "Let America Be America Again," <http://www.poemhunter.com/poem/let-america-be-america-again/>

Week 9: Spring Break, March 23-27**Week 10: The Race War: World War II**

3/31: The Race War. Film: *Japanese Relocation*

4/2: Race, Cold War Diplomacy, and the Postcolonial World

** Transcript of Interview due today at the beginning of class

Reading:

- Katznelson, Ch. 3 and 4

ILearn:

- Valerie Matsumoto, "Japanese American Women During World War II," in *Unequal Sisters*
- "How to Tell Our Friends from the Japs," *Time* magazine, December 1941
- Stuart Cosgrove, "An Interpretation of the Causes of the Zoot Suit Wars," in *Major Problems in Mexican-American History*
- Ronald Takaki, Chapter 3, Bomb the Color Line, from *Double Victory*

Web:

- Segregation of the Armed Forces (from the late Professor Tygiel's site)
<http://bss.sfsu.edu/tygiel/Hist427/texts/wwiisegregation.htm>
- Executive Order 9066 (Internment of Japanese Americans)
<http://www.ourdocuments.gov/doc.php?flash=false&doc=74>
- FDR on Chinese Exclusion
<http://nytimes.com/library/national/race/101243race-ra.html>
- Posters on the American Home Front
<http://www.americanhistory.si.edu/victory/index.htm#contents>
- Carlos Bulosan, *Freedom from Want*: <http://www.ourownvoice.com/essays/essay2008c-4.shtml>

Week 11 Postwar Life and the Civil Rights Movement/Black Freedom Struggle to 1963

4/7: Civil Rights and the Cold War

4/9: Film: *Mississippi: Is This America?*

Reading:

- First half, *Autobiography of Malcolm X*, Ch. 1-10
- Katznelson, Ch. 5

ILearn:

- Fannie Lou Hamer's Initiation into the Civil Rights Movement (1962), and Robin D.G. Kelley, "Theaters of Resistance," in *Major Problems in African American History, Vol. II*.

Web:

- Text of Brown vs. Board Case: <http://www.nationalcenter.org/brown.html>
- Letter from a Birmingham Jail: <http://www.usconstitution.com/mlkletterfrombirminghamjail.htm>
- Martin Luther King's "I Have a Dream" address, Lincoln Memorial, Washington, D.C., August 1963: •
<http://www.americanrhetoric.com/speeches/ihaveadream.htm>
- The Civil Rights Act of 1964: <http://usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm>
- The Ballot or the Bullet: <http://www.historicaldocuments.com/BallotortheBulletMalcolmX.htm>
- Letter from Mecca: http://www.malcolm-x.org/docs/let_mecca.htm
- Southern Manifesto: <http://www.strom.clemson.edu/strom/manifesto.html>

Week 12 Reform, Resistance, Revolution: Civil Rights to Yellow/Black/Red/Chicana/o Power

4/14: Black, Brown and Yellow Power and the Rights Revolution

4/16: Film: *SF State Strike*

Reading:

- *Autobiography of Malcolm X*, Ch. 11-epilogue
- Finish entire *Lakota Woman*

ILearn:

- Grape Workers Issue the Boycott Day Proclamation, 1969
- Karen Umemoto, "On Strike! The San Francisco State College Strike, 1968-9"

- From *A History of Our Time*, ed. William H. Chafe and Harvard Sitkoff:
 - bell hooks, “Black Women: Shaping Feminist Theory”
- Glenn Omatsu, “‘The Four Prisons’ and the Movements of Liberation,” in *The State of Asian America: Activism and Resistance*

Web:

- SNCC Position Paper on Black Power: http://lists.village.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SNCC_black_power.html
- Black Panther Party Platform: <http://www.stanford.edu/group/blackpanthers/history.shtml>
- San Francisco State Strike: <http://www.library.sfsu.edu/strike/>
- *El Plan de Aztlan* <http://studentorgs.utexas.edu/mecha/archive/plan.html>

Week 13: Race, Culture, and Urban America, 1960s & 1970s

4/21: Urban Redevelopment and the Death of the Ethnic Neighborhood

4/23: Film: *Fall of the I-Hotel*

Reading:

- Chang, *Loop 1: Babylon is Burning*

ILearn:

- Dawn B. Mabalon, in *Positively No Filipinos Allowed*, “Everybody Was Sorry to Lose El Dorado Street”

Week 14: The 1970s & 1980s: New Immigrants, Refugees, and New Communities

4/28: Transforming the American Demographic: the 1965 Immigration Act

4/30: Film & Discussion: *Who Killed Vincent Chin?*

Take-Home Final distributed today

Reading:

- Chang, *Loop 2, Planet Rock*

ILearn:

- David G. Gutierrez, “*Sin Fronteras?* Chicanos, Mexican Americans, and the Emergence of the Contemporary Mexican Immigration Debate,” in *Journal of American Ethnic History*
- Bill Ong Hing, “1965 to 1990: From Discriminatory Quotas to Discriminatory Diversity Visas” in *Defining America Through Immigration Policy*.

Week 15: Race and Racism in the 1980s and 1990s

5/5: Immigration and Race Relations in the 1970s and 1980s: from Affirmative Action to Backlash

5/7: Guest speaker TBA: Hip-hop, Race and Politics in the 1970s and 1980s

****ORAL HISTORY PAPERS DUE TODAY!**

Reading:

- Chang, *Loop 3, The Message and Loop 4: Stakes is High*

ILearn:

Recommended: Robin D.G. Kelley, “Kickin Reality, Kickin Ballistics: “Gangsta Rap” and Postindustrial Los Angeles,” in *Race Rebels*

Week 16: Race in the 21st Century

5/12: The Election of President Obama: Critical Reflections on a Post-Obama America

Web: http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-th_n_92077.html

5/14: Final Paper Presentations and End of Class Party

**Final Papers Due in my office, Science 267B, at 11am Tuesday, May 21
NO EARLY or LATE PAPERS or EMAIL ATTACHMENTS WILL BE ACCEPTED.**