

American Ethnic and Racial Relations I: to 1890

Professor Steve Leikin
San Francisco State University
Fall 2007

History 464, Section 1, 14594

Room: HSS 310

Class Hours: Wed. 7:00-9:45

Office: Science #221

Office Hours: Monday 3:00-4:00; Wed. 6:00-6:50 and by appointment

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Course Description:

This course explores American ethnic and race relations from the colonial era up through Reconstruction among Native Americans, African Americans, Mexican Americans, Chinese Americans and various European ethnic groups. Taking the social construction of race and ethnicity as a starting point, we will examine the formation and meaning of racial identities through first contact between Europeans and Native Americans, conquest and colonization, enslavement, political revolution, market revolution, civil war, industrialization and immigration. The course will also focus on the development of free and unfree labor systems and their relationship to racial formation.

Course Requirements:

Required Books: (All are available in the SFSU Bookstore in paperback)

- Ron Takaki, *A Different Mirror: A History of Multicultural America*, Reissue edition
 - Ira Berlin, et. al., ed. *Remembering Slavery: African Americans Talk About Their Personal Experiences of Slavery and Emancipation*.
 - Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*
 - Albert L. Hurtado, *Intimate Frontiers : Sex, Gender, and Culture in Old California*
 - Noel Ignatiev, *How the Irish Became White*.
1. Attendance and class participation are both required.
 2. Your grade will be based on three required book reviews, a mid-term exam, a final exam and class participation. The reviews will assess the three books by Hurtado, Berlin (*Remembering Slavery*) and Ignatiev. Each will be typed (four pages long in 11 pt. Font and one inch margins) and each will be due on the day the respective book is discussed in class. See the attached lecture schedule for the exact due dates. Each review will be worth 15% of your final grade.
 3. The mid-term exam will be an essay exam and will be worth 10% of your final grade.
 4. The final exam will be an essay exam and will cover all course material. This exam will be worth 20% of your final grade.
 5. Attendance is mandatory and will be worth 10% of your final grade. Three absences are permitted for the semester without penalty. However if you do not attend a designated discussion class you lose all three permitted absences.

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6. Class participation will be worth 15% of your final grade.

Lecture Schedule and Assigned Readings:

Week 1: Aug. 29

Introduction: Race and Ethnicity

Definitions and discussion

Readings to be distributed during the first class session.

Week 2: Sept. 5

Columbus and Early Contact

Read: Takaki: pp. 1-50

Week 3: Sept. 12

Early English Settlement: Roanoke, Jamestown, Puritans; Croatoans, Powhatans, Wampanoags

Read: No reading

Week 4: Sept. 19

Early English Settlement continued

Week 5: Sept. 26

The Settling of California: A Case Study of Multicultural Disaster

Read: Takaki: pp. 166-190

Hurtado: Intro; pp. 1-44

Week 6: Oct. 3

California continued

Read: Hurtado: pp. 45-141 [**PAPER DUE ON WED. OCT. 3: DISCUSSION DAY**]

Week 7: Oct. 10

Europe and Africa: Slavery and the Construction of Whiteness

Read: Takaki: pp. 51-78; Berlin, *Many Thousands Gone*, pp. 1-213

Week 8: Oct. 17

The American Revolution and Race

Read: Berlin, *Many Thousands Gone*, Part Three [**DISCUSSION ON WED OCT. 17**]

MID TERM EXAM ON OCT. 17

Week 9: Oct. 24

The Market Revolution and the Formation of a White Republic

Read: Takaki: pp. 79-105

Week 10: Oct. 31

The Market Revolution and the Expansion of Slavery

Read: *Remembering Slavery*, Forward, Preface, Intro, Ed. Method, Chapters 1 and 2

ALSO LISTEN TO TAPES ON RESERVE IN THE LIBRARY

Week 11: Nov. 7

History 464 Section 1
Syllabus Page 3

Slavery and African-American Culture

Read: Takaki: pp. 106-138

Remembering Slavery, Chapters 3,4,5 [**PAPER DUE ON NOV. 7: DISCUSSION DAY**]

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Week 12: Nov. 14

Opposition to Slavery: The Abolitionists

Week 13: Nov. 21; No class -- Thanksgiving

Week 14: Nov. 28

Irish Immigration and the Construction of Whiteness

Read: Takaki: pp. 139-165

Ignatiev: Entire Book: [**PAPER DUE ON NOV 28: DISCUSSION DAY**]

Week 15: Dec. 5

Aspects of the Civil War and Reconstruction

Week 16: Dec. 12

Labor and Race: The Early Asian American Experience

Read: Takaki: 191-221

Final Exam: Wed., December 19th, 7:00pm

WRITING A BOOK REVIEW

Planning Your Review

Your review should include three central elements: 1) a concise summary of the subject matter of the book, 2) a concise summary of the thesis of the book, and 3) a critique of the book.

The subject matter of the books will be obvious. Begin your reviews by concisely summarizing the subject. Don't try to relate everything in the book; you cannot possibly accomplish that in the space you have. Closely related to the subject matter is the author's purpose. Sometimes an author will describe his or her purpose in a preface. Read the introductory material to see if the author outlines a reason for having done the study. What questions did the author seek to answer by doing this analysis? Sometimes, of -course, the author will not tell you explicitly, and you must make a guess based on your knowledge of the subject matter and of larger patterns of historical development.

The thesis of the book is its most important element. It is not the same thing as the subject matter. It is instead the author's interpretation of the subject matter. It is the author's conclusion about the reasons things happened as they did, or his or her analysis of the motivation of major figures. It is the historian's analytical construct. In any case, a book may have a thesis developed in each chapter, and then some unifying final chapter which ties together these sub-themes into a whole interpretation. Sometimes the author will be very explicit about identifying his or her thesis, other times the thesis will be left implicit. Regardless of whether or not the historian is explicit about his or her themes, you must be explicit in your review.

Your critique of the book is the final element in your review. The critique is your evaluation of the book. Among the points to be considered in the critique are such things as: the author's qualifications, background, and bias (if any is discernible); the type of evidence employed (e.g., statistics, quotations from original sources, summaries of works by other historians) effectiveness of presentation (dull, exciting); and the literary quality of the work. This is also the place to discuss the relationship of this book to other works. How does it fit into efforts to understand the time period? Is it a major contribution or a minor one?

A book review is not the same thing as a book report. A book report usually consists of a summary of the contents of the book. But a review goes beyond summarizing the contents to analyzing the book itself. In a good book review, you demonstrate that you thoroughly understand the book and that you are able to present the author's interpretations more succinctly and clearly than they appear in the book itself. This is never easy to do. Read with pen in hand, noting key passages as you come to them. Then read back through the book, outlining the central points. The next step is to organize the author's thoughts and ideas more clearly than he or she did in the first place. Once you have done this, you are ready to write your review.

Writing the Review: Mechanics

For this class, your book reviews should each be four (4) double-spaced typed pages in an 11 pt. font. Margins should be one inch on all sides. There should be no errors of spelling, grammar, punctuation, or typing. This means that you must put your work through more than one draft. This usually means that you must begin work on the paper sometime prior to the evening before it is due. If you quote the work you are reviewing, be certain to indicate the page number in parentheses following the quotation. If you quote any other material, use the proper form for citing a work. If you are uncertain about the proper form for citing a work, consult one of the standard manuals, such as Kate L. Turabian, A Manual for Writers : Term Papers, Theses, and Dissertations. The first thing which should appear in any review is a full citation of the book

being reviewed. Turabian presents all the information you need to cite a book (look at the sections on bibliographies). For example, look at the reviews in a recent issue of the American Historical Review or the Journal of American History and note the way in which those books are cited at the beginning of the review.

Writing Book Reviews: A Checklist

Use the following checklist as a guide for writing critical book reviews. A good review should answer the following questions, not necessarily in the order listed.

1. What material does the book cover? (Should be summarized briefly.)
2. What is the author's thesis and major supporting arguments? How well does the author support the thesis? (The author's use of evidence and the soundness of the author's reasoning are relevant here.)
3. How is the book organized? • (Chronologically or topically?)
4. What is the author's "approach"? That is, would you classify the work as political history, social history, economic history, intellectual history, etc.?
5. Who is the author and what are the author's biases?
6. What are the literary qualities? Is the book well-written or does it read like a badly written insurance policy?
7. What did the book add to your understanding of the subject? Did you enjoy the book? why or why not?
8. If you have read other books on the same general topic, how does this book compare? Most important, how does the interpretation (thesis) of this book differ from that of the others?

Again, these questions need not be answered in any specific order, but all of them should be addressed, however briefly, somewhere in the review.

Source: Conal Furay and Michael J. Salevouris, The Methods and Skills of History: A Practical Guide (Arlington Heights, Ill.:Harlan Davidson, 1988), 58.