

# HISTORY 211

## Race in America

### Fall 2024

#### **Class Information**

Class meeting times: T/Th 6:00-7:20pm

Classroom location: GFS 106

#### **Instructor Information**

Dr. Andrew Shaler

Email: [ashaler@usc.edu](mailto:ashaler@usc.edu)

Office Hours: by appointment (zoom and in-person)

#### **COURSE DESCRIPTION**

This course explores the history of racial formations, identities, and politics in America from the pre-colonial period to the present. Over the course of the semester, we will analyze the ways in which American conceptions of race are formed through cultural, economic, social, and legal processes and relations. By engaging with both primary and secondary sources, we will engage with provocative questions regarding the nature of race in American History: Are ideas of race firmly entrenched, or fluid? What role has race played in the development of American democracy? How do conceptions of race intersect with class, gender, ethnicity, and other identities? Perhaps most fundamentally, how and to what extent are our present-day institutions, laws, and communities affected by the histories of race?

#### **LEARNING OUTCOMES**

Over the course of the semester, students will gain a clear grasp of the many ways in which race has shaped American history and culture. Additionally, students will gain an understanding of the ways in which the modern concept of race has been actively defined and entrenched by legislation, court decisions, and other mechanisms of political power, from the colonial era to the present.

In this course, students will learn to (A.) construct and support historical arguments regarding the nature of race in American history, by drawing on historical thinking and methodology and (B.) make critical use of both primary and secondary historical sources in defending their arguments.

#### **REQUIRED READINGS**

All readings are listed on the course schedule, and are posted on our course site.

## COURSE REQUIREMENTS

### **Participation: 10%**

Attending and actively engaging with class discussions and activities as led by your TA. Your Teaching Assistant will outline their requirements and expectations, and guidelines for your participation grade during your first discussion section meeting.

### **Paper 1 (Sep. 26): 20%**

A 3-5 page paper in which you will explore the concept and formations of race in American history. Using our course readings (no outside research), you will construct a thesis statement that presents a specific *argument* as to how ideas of race have developed and solidified over time.

### **Midterm Exam (Oct. 8): 20%**

In-class examination consisting of short and long format essay prompts dealing with our course materials from the first half of the semester.

### **Paper 2 (Nov. 26): 25%**

5-7 page paper that explores an aspect of the history of race in America, as based on your own outside reading/research. Essays must include a specific thesis, and draw on at least five scholarly (peer-reviewed) sources.

### **Final Examination: 25%**

In-class non-cumulative examination consisting of both short and long format essay prompts dealing with all material covered in the second half of the semester.

## LATE WORK POLICY

All late work will result in a drop of one sub-letter grade per day late. For example, a B+ paper, submitted the morning after it was due, will receive a B, for example. A paper that is more than 72 hours late will receive an F.

## GRADE BREAKDOWN

93-100 A  
90-92 A-  
87-89 B+  
83-86 B  
80-82 B-  
77-79 C+  
73-76 C  
70-72 C-  
67-69 D+  
63-66 D  
60-62 D-  
0-59 F

## COURSE SCHEDULE

***\*\*Note on readings: make sure to complete all assigned readings for the week PRIOR TO attending that week's discussion section.***

Week 1: Aug. 27 - 29

Lecture Topic: Class Introductions; Nation, Tribe, and Kin in Indigenous American Worldviews

Week 2: Sep. 3 - 5

Lecture Topic: Race and Ethnicity in the Ancient and Medieval European Mind

### READ:

- Geraldine Heng, "The Invention of Race in the European Middle Ages II: Locations of Medieval Race," in *Literature Compass* 8, no. 5 (2011): 275-293.
- Eric Gruen, "Did Ancient Identity Depend on Ethnicity? A Preliminary Probe," *Phoenix* 67, no. 1-2 (2005): 1-22.

**Week 3: Sep. 10 - 12**

Lecture Topic: Religion and Race in the Early Colonization of the Americas

**READ:**

- Lawrence Clayton, "Bartolomé de Las Casas and the African Slave Trade," *History Compass* 7, no. 6 (2009): 1526-1541.

Primary Sources:

- Excerpt, Bartolomé de Las Casas, *A Short Account of the Destruction of the Indies* (1542).
- Ferdinand and Isabela to Nicolás de Ovando (1501).
- Adrian IV, *Papal Bull* (1155).
- Nicholas V, *Papal Bull* (1455).

**Week 4: Sep. 17 - 19**

Lecture Topic: Settler Violence and the Rise of the Slave Trade in Colonial North America

**READ:**

- Wendy Ann Warren, "The Cause of Her Grief: The Rape of a Slave in Early New England," *Journal of American History*, 93, no. 4 (2007): 1031-1049.
- Hillary E. Wyss, "Captivity and Conversion: William Apess, Mary Jemison, and Narratives of Racial Identity," *American Indian Quarterly* 23, no. 3/4 (1999): 63-82.

Primary Sources:

- Maryland Colonial Law (1664).
- South Carolina Colonial Law (1698).

**Week 5: Sep. 24 - 26**

Lecture Topic: Race and the American Enlightenment

**READ:**

- Gregory E. Dowd, "Thinking and Believing: Unity and Nativism in the Age of Pontiac and Tecumseh," *American Indian Quarterly* 16, no. 3 (1992): 309-335.

Primary Sources:

- Excerpt, Thomas Jefferson, *Notes on the State of Virginia* (1785).
- Benjamin Franklin, "Observations on the Increase of Mankind" (1751).
- Tecumseh, Speech to the Osages (ca. 1811).

**\*\*PAPER 1 DUE: THURSDAY, SEP. 26\*\***

**Week 6: Oct. 1 - 3**

Lecture Topic: Race and the American Revolution

**READ:**

- Gary B. Nash, "The African Americans' Revolution," in *The Oxford Handbook of the American Revolution*, ed. Jane Kamensky and Edward G. Gray (Oxford: Oxford University Press, 2012), 250-272.
- Ruth Bogin, "'Liberty Further Extended': A 1776 Antislavery Manuscript by Lemuel Haynes," *William and Mary Quarterly* 40, no. 1 (1983): 85- 105.

Primary Sources:

- Oneida Declaration of Neutrality (1775).
- Henry Stewart, Report from Cherokee Country (1776).
- Thomas Jefferson, Draft of Declaration of Independence (1776).

**Week 7: Oct. 8 - 10**

Lecture Topic: The Trail of Tears and Racial Politics in the Early Republic

**READ:**

- Christian B. Keller, "Philanthropy Betrayed: Thomas Jefferson, the Louisiana Purchase, and the Origins of Federal Indian Removal Policy," *Proceedings of the American Philosophical Society* (2000): 39-66.
- William A. Blair, "Vagabond Voters and Racial Suffrage in Jacksonian-Era Pennsylvania," *Journal of the Civil War Era* 9, no. 4 (2019): 569-587.

Primary Sources:

- "Appeal of Forty-Thousand Citizens" (1838).
- Cherokee Women's Petitions (1817 and 1818).
- John Ross, Letter to Richard Taylor, John Baldrige, Sleeping Rabbit, Sicketowee, and Wahachee (1832).

**\*\*MIDTERM EXAM: TUESDAY, OCT. 8\*\***

**\*\*FALL RECESS OCT 10-11: NO CLASS\*\***

**Week 8: Oct. 15 - 17**

Lecture Topic: Westward Expansion and the Sectional Crisis

**READ:**

- David P. Allmendinger, Jr., "The Construction of *The Confessions of Nat Turner*," in *Nat Turner: A Slave Rebellion in History and Memory*, Kenneth S. Greenberg, ed. (Oxford: Oxford University Press, 2004), 24-44.

Primary Sources:

- Nat Turner, *The Confessions of Nat Turner* (1831).
- Frederick Douglass, "My Slave Experience in Maryland" (1845).
- Frederick Douglass, Fourth of July Oration (1852).
- Protest Against the Fugitive Slave Act (1850).
- *Dred Scott v. Sanford* (1857).

**\*\* Exam 1**

**Week 9: Oct. 22 - 24**

Lecture Topic: The American Civil War

**READ:**

- James Oakes, "Natural Rights, Citizenship Rights, States' Rights, and Black Rights: Another Look at Lincoln and Race" and Manisha Sinha, "Allies for Emancipation? Lincoln and Black Abolitionists," in Foner, ed. *Our Lincoln: New Perspectives on Lincoln and Race* (New York: W.W. Norton, 2009) 109-134; 167-198.

Primary Sources:

- Sojourner Truth, "Address to the Ohio Women's Rights Convention, 1851."
- Frederick Douglass, "The President and His Speeches" (1862).

**Week 10: Oct. 29 - 31**

Lecture Topic: Social Histories of Reconstruction

**READ:**

- Diana Ramey Berry and Kali Nicole Gross, "Mary's Apron and the Demise of Slavery," in *A Black Women's History of the United States*.

Primary Sources:

- The Reconstruction Amendments (1865-1870).
- Carl Schurz, Report on the Condition of the South (1865).

- Bureau of Refugees, Freedmen, and Abandoned Lands, “Reports of Outrages, Riots, and Murders” (1866–1868).

**Week 11: Nov. 5 – 7**

Lecture Topic: Jim Crow, Immigration, and Native American Genocide at t

**READ:**

- Benjamin Madley, “California’s Yuki Indians: Defining Genocide in Native American History,” *Western Historical Quarterly* 39, no. 3 (2008): 303–332.
- David A. Chang, “Borderlands in a World at Sea: Concow Indians, Native Hawaiians, and South Chinese in Indigenous, Global, and National Spaces,” *Journal of American History* 98, no. 1 (2011): 384–403.

Primary Sources:

- Annotated Chinese Exclusion Act (1882)

**Week 12: Nov. 12 – 14**

Lecture Topic: Race in the Progressive Era

**READ:**

- Ned Blackhawk, “Julian Steward and the Politics of Representation: A Critique of Anthropologist Julian Steward’s Ethnographic Portrayals of American Indians of the Great Basin,” *American Indian Culture and Research Journal* 21, no. 1 (1997): 61–81.
- Carol M. Taylor, “W.E.B. DuBois’s Challenge to Scientific Racism,” *Journal of Black Studies* 11, no. 4 (1981): 449–460.
- Barbara C. Cruz and Michael J. Berson, “The American Melting Pot? Miscegenation Laws in the United States,” *OAH Magazine of History* 15, no. 4 (2001): 80–84.

Primary Sources:

- Theodore Roosevelt, Speech to the Knights of Columbus (1915).
- W.E.B. DuBois, “Your Country?” (1903).
- Luther Standing Bear, “What a School Could Have Been Established” (1933).

**Week 13: Nov. 19 – 21**

Lecture Topic: Race and the New Deal

**READ:**

- Kenneth R. Philp, “Termination: A Legacy of the Indian New Deal,” *Western Historical Quarterly* 14, no. 2 (1983): 165–180.
- Sandra C. Taylor, *Jewel of the Desert: Japanese American Internment at Topaz* (Berkeley: University of California Press, 1993), pp. 42–60.

Primary Sources:

- Executive Order 9066 (1942).
- Attorney General Francis Biddle to Henry Stimson (1942).
- Robert Jackson, dissent in *Korematsu v. United States* (1944).
- Sonia Sotomayor, dissent in *Trump v. Hawaii* (2018).

**Week 14:** Nov. 26 - 28

Lecture Topic: The Civil Rights Movement

**READ:**

- Jeanne Theoharis, *A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History* (Boston: Beacon Press, 2018), pp. 3-61.

Primary Sources:

- Oral History Excerpts
- Clyde Warrior, "The War on Poverty" (1967).

**\*\*PAPER 2 DUE TUESDAY, NOV. 26\*\***

**\*\*THANKSGIVING BREAK: NO CLASS THURSDAY, NOV. 28**

**Week 15:** Dec. 3 - 5

Lecture Topic: Race in Post-Civil Rights America

**READ:**

- Vine Deloria, Jr., "The Popularity of Being Indian: A New Trend in Contemporary American Society" (1984).

**Week 16: FINALS WEEK**

**\*\*FINAL EXAM: THURSDAY, DECEMBER 12, 7:00-9:00PM\*\***