

## HILD 7A: Race and Ethnicity in the United States

Fall 2010

MWF 9-10, Price Theater

Professor Daniel Widener  
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Office Hrs: WF 11-12, apt.

Office Hours Note: you must sign up for an appointment slot. Open times will be listed on my door. Drop-in appointments will be discouraged owing to high enrollment.

Teaching Assistants:

Cutler Edwards  
Sections A01, A04  
Office: TBA

Alicia Ratterree  
Sections A11, A12  
Office: TBA

Maki Smith  
Sections A05, A09  
Office: TBA

Elizabeth Sine  
Sections A07, A08  
Office TBA

Israel Pastrana  
Sections A02, A03  
Office: TBA

Mayra Lucero  
Sections A06, A10  
Office: TBA

### Course Overview

This course concerns the history of the United States, with a focus on the historical experiences of peoples of African descent. Our aim should be threefold. First, it is our hope that you will gain a broader understanding of the general sweep of American history through your participation in the course. Additionally, we will seek to understand the particular history of African Americans, most notably by seeking to place the black experience in a hemispheric and even global context. Finally, we will try to gain an understanding of how issues of race and ethnicity became central to life in the United States.

### Course Assignments

1. Attendance at section is required (25% of grade)
2. Midterms (3) (75% of grade)
3. Extra Credit: there will be one extra credit assignment, details tba

**Please Note I: Midterms will take place both in lecture and in section.**

**Please Note II: There will be film screenings that will involve out of class time commitments. Dates are marked on the syllabus.**

**Please Note III: Students are expected to take notes by hand in class. The use of laptops and other personal electronica is forbidden. Students who violate this policy will be asked to leave class by their section leader.**

### **Course Readings**

1. Holt and Brown, Major Problems in African American History, (v. 1 & 2)
2. AUIP Collective, Another University is Possible
3. Electronic Reserves: Additional materials will be placed on electronic reserve. These are marked with an \* on the syllabus.

### **Course Objectives**

In this course you will:

- 1) Become familiar with how issues of racial formation, labor, capitalism, violence, culture, and government have shaped the United States.
- 2) Understand how the historical experiences of Africans and their descendents in the United States connect to the histories of other populations inside and beyond the U.S. circulation and settlement in pacific Islands, North America and Latin America from the late 18th century to the present.
- 3) Develop your own understanding of the contours of the problematic: ‘one in the white house, one million in the big house.’
- 4) Analyze and contextualize a variety of historical documents including legislation, political essays and speeches, memoirs, oral history, newspaper articles, legal decisions, fiction, photographs, drawings/cartoons, and film.
- 5) Become proficient in strategies of historical interpretation of a diverse range of sources and develop arguments that use evidence from primary historical documents in two essays and other written assignments.

### **Course Policies**

Your attendance is expected at lecture. Students should expect to spend at least as much time completing assigned readings as they spend in class. Weekly readings are to be completed as of the first day of lecture that week. Please note that readings will average between 100 and 150 pages a week. Plagiarism is prohibited, embarrassing for everyone, and generally a bad idea. Students are encouraged, however, to work collectively, particularly in section. If you have any questions about how to accomplish both these expectations, please ask.

Please note that you must complete each of the assignments in order to earn a passing grade in the course. You must earn a passing mark in section in order to pass the course.

### **UCSD Policies**

#### Academic Integrity

Students are expected to complete the course in compliance with my standards and expectations for every assignment.. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort. There is zero tolerance for cheating and dishonesty in the course. This includes the following:

- No student shall knowingly procure, provide, or accept any unauthorized material that

contains questions or answers to any examination or assignment to be given at a subsequent time.

- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.
- No student shall alter graded class assignments or examinations and then resubmit them for regrading.
- No student shall submit substantially the same material in more than one course without prior authorization.

For more information, please consult the UCSD Policy on Integrity of Scholarship (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>).

*Learning with integrity does not mean going solo. It means being fully responsible and honest about your work. In that spirit, I do encourage all the students in this very large class to feel comfortable with learning together. You are fully responsible for all that is transmitted in lecture and your sections, but this responsibility can be shared.*

*The sections are crucial because the T.A.s are staging and guiding opportunities for you to learn how to analyze historical data and historical interpretation of the past. The sections give you a chance to learn how to listen to and learn from each other. I would encourage you to develop reciprocal relationships with classmates to share notes, interpretations, and ideas related to the course content. The assignments and tests must be entirely your own work. However, success in the course (and in life), depends on making sense of working, studying, comprehending together. So make friends and alliances with your peers in the course.*

### Course Lectures and Themes

Week 0	9/24	Fri. <i>course intro and themes</i>
Week 1	9/27	<u>Routes and Roots</u> Mon. The World in 1400 Wed. The Middle Passage and the African Trade Fri. <b>No Class</b>
	Reading:	<u>Major Problems</u> , v.1/ch.1-2
Week 2	10/4	<u>England's Shadow</u> Mon. Virginia and the Birth of Race

		Wed. Retention and Syncretism in the African Diaspora Fri. Dynamics of American Slavery
	Reading:	<u>Major Problems</u> , v.1/ch.3-4
Week 3	10/11	<u>Black Freedom in the Age of Revolution</u> Mon. The American Revolution Wed. The Haitian Revolution Fri. <b>Exam #1</b>
	Reading:	<u>Major Problems</u> , v.1/ch.5 *Genovese, from <i>From Rebellion to Revolution</i> *Gary Nash, from <i>Race and Revolution</i> *James, from <i>Black Jacobins</i>
Week 4	10/18	<u>The End of the Beginning</u> Mon. The Peculiar Institution Wed. Andrew Jackson's America Fri. The Civil War
	Reading:	<u>Major Problems</u> , v.1/ch.7-9
	<b>Film:</b>	<i>Sankofa</i>
Week 5	10/25	<u>Iron Cages and Color Lines</u> Mon. Black Reconstruction in America Wed. Empire abroad Fri. Red Resistance
	Reading:	<u>Major Problems</u> , v.2/ch.2 * Robinson, "David Fagen: an Afro-American Rebel" *Dee Brown, from "Bury My Heart" *Caldwell, "The Negroization of the Chinese Stereotype"
	<b>Film:</b>	<i>Rosewood</i>
Week 6	11/1	<u>The Great Transformation</u> Mon. Blues People Wed. Harlem World Fri. <b>Exam #2</b>
	Reading:	<u>Major Problems</u> , v.2/ch.4 and 6

- Week 7      11/8      A Worldwide Problem  
 Mon. Double Victory?  
 Wed. Decolonization  
 Fri. Bandung World
- Reading: Major Problems, v.2/ch.8  
 \*Robin Kelley, Black Like Mao  
**Film:** *The Battle of Algiers*
- Week 8      11/15      The Black Revolution  
 Mon. 10 Myths About Civil Rights  
 Wed. The Second Civil War  
 Fri. Third World Within
- Reading: Major Problems, v.2/ch. 9-10  
**Film:** *The Spook Who Sat by the Door*
- Week 9      11/22      Into the Fire  
 Mon. The Limits of Nation Time  
 Wed: guest lecture  
 Fri. Black Politics in the Age of the Right
- Reading: Major Problems, v.2/ch.11  
 \*Kelley, "This Battlefield Called Life"  
 \*Gilmore, "Globalization and US Prison Growth"  
**Film:** *Black Is, Black Ain't*
- Week 10      11/29      Bringing It Home  
 Mon. One in the White House...  
 Wed. What's the Matter with UCSD?  
 Fri. **Exam #2**
- Reading: Another University is Possible, all