

HIS 165.001
American Transformations of Its European Heritage:
Race
Spring 2014

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KNT 207
MW 3:00 – 4:15 p.m.

Office Hours: TR 9:00-10:30; W 9:00-11:00

COURSE DESCRIPTION

This course is a topical examination of America's transformations of the major elements of its European heritage from the sixteenth to the twentieth century. The course focuses on a single area of heritage and transformation on a rotating basis, in this case the use of Race and Ethnicity. To this end, students will read works by historians as well as selected primary texts. Throughout the course we will examine the ways in which Americans have used race as a category of identity.

COURSE OBJECTIVES

- 1) Analyze the historical construction of racial categories in the United States;
- 2) Encounter through primary documents individuals who set the tone and context for the public debates over race;
- 3) Analyze competing definitions of race;
- 4) Understand the multiple narratives of racism that shape American history;
- 5) Understand the importance of primary documents in historical inquiry;
- 6) Understand the importance of critical thinking and writing skills;
- 7) Reading monographs and articles for narrative and argument (rather merely for detail);
- 8) Ultimately, it is my hope that you will encounter the historian's craft in this course and gain an appreciation for the process of doing history.

COURSE READINGS

Required Texts

Sue Peabody and Keila Grinberg, *Slavery, Freedom, and the Law in the Atlantic World* 978-0-312-41176-3

Theda Perdue and Michael D. Green, *The Cherokee Removal: A Brief History with Documents* Second Edition 978-0-312-41599-0

Jacob A. Riis, *How the Other Half Lives* (ed. By David Leviatin) Second Edition 978-0-312-57401-7

ThomasW. Zeiler, *Jackie Robinson and Race in America* 978-1457617881

The Bedford/St. Martin's texts we are using for this course contain a significant number of primary sources, which are vital to historians and their interpretations of history.

Recommended Texts

If you need to consult a textbook to look up facts I suggest George Tindall and David Shi, *America: A Narrative History*, vol. 1 & 2 or Paul Boyer, et. al., *The Enduring Vision*, vol. 1 & 2. You may find copies of these works, along with other American History textbooks, in the History Department Lounge.

COURSE REQUIREMENTS

Attendance

Students should make every effort to attend class sessions. Four absences are allowed. After the fourth absence, students will lose **5 points** off their final grade for each absence (five, six, and seven). ***Eight absences will result in failing the class.*** Students who miss class in excess of the limits stipulated here because of University sponsored events must notify the professor of the anticipated class absences at least one week in advance.

Participation

Though the classroom will look like a lecture class for the majority of the time, I think that discussion plays an important role in student learning. Often you all may read a primary document differently than me. In that case, our discussion of the texts will help us understand how historians work – in conversation with one another. Though I am not giving students a daily grade, there is a cumulative grade assigned to each of you at the end of the semester. I will try to give you a sense of the your participation grade during the term, but if you are wondering please ask. The scale for Participation grading is 6-10. Showing up earns you a six (6). Listening quietly but looking distracted earns you a seven (7). Listening quietly and looking interested gives you a seven-point-five (7.5). Listening and taking notes gives you an eight (8). Listening and making notes, with an occasional good comment earns you an eight-point-five (8.5). Listening and taking notes, with several good comments gives you a nine (9). Listening well and commenting in such a way that alters the class discussion in a significant, positive way earns you appreciation from the professor and a nine-point-five (9.5). Ten (10) is at the discretion of the professor and considered rare. Doing homework for another class, or otherwise looking disinterested, and failing to bring the book to class *will* result in a zero (0).

Exams

The course includes three in-class examinations, roughly five weeks apart, which covers all lecture, readings, and source material during the weeks leading up to the exam. I will give you an exam prompt before the exam that will include seven questions. You will have to respond during the exam period to five of the questions. These exams will not be open note or open book.

COURSE GRADING

Participation 15%

Writing on Historian's Task 20%

Exam 1 20%

Exam 2 20%

Final Exam 25%

100-90 A; 89-88 B+; 87-80 B; 79-78 C+; 77-70 C; 69-65 D; 64 - below F

Any student receiving failing grades at any time during the course is urged to meet with the instructor.

What will I have to do to get a good grade? (Altered from Colin Harris, Professor, CCPS, Mercer)

Mercer's grading system is set up to reflect certain levels of involvement and performance. The C and C+ range of grades reflects the performance one would expect of someone in college. It means the course requirements have been met in a satisfactory way. The B and B+ grades recognize an above average level of involvement and performance in the course. This means that the student has more than met the minimum standards for the course and has shown some initiative in taking charge of her or his learning own learning experience. The A grade represents a level of seriousness and excellence in involvement and performance that is the best students can produce.

In a course such as this one, it is more difficult to measure the quality of performance than it would be in a more concrete subject area. What I can do is tell you some things I have noticed about students whose work in this course has been above average and superior. I hope these observations will be helpful to you in thinking about your own involvement.

1. Above average and excellent students attend and participate alertly in class sessions. An occasional absence is necessary; however, there is a clear difference between necessary and causal absence. Alert participation means serious involvement in our study, not necessarily just talking in class. The fact that some persons are less vocal than other does not mean that their participation is less. It may be more. Students who participate in group learning and are concerned not only for their own learning process but also for what they can contribute to their fellow learners seem to be those who do the best work. I would like for you to call or email me before an absence, if you can, or as soon as possible afterward so that we can stay caught up with the work we are doing together. On a rather sour note, more than two absences could be cause for failure in this class.

2. Above average and excellent students tend to spend six to eight hours outside of class preparing for and reflecting upon each class section. Many, of course, "get by" with less; but that is often the difference between adequate and excellent.

3. These students tend to be "active" rather than "passive" learners. This means that they engage the subject matter as partners in dialogue rather than merely as receptacles of information. The active learner asks questions of the subject and takes initiative in pursuing related lines of inquiry.

4. Above average and excellent students seem to be persons who are willing to change and grow in their understanding. They have what might be called "critical flexibility," which means that they do not remain rigidly fixed to particular patterns of thinking, nor do they change just because they encounter something new. Rather, they constantly test their thinking according to the truth they discover. They are more concerned to grow in understanding than they are to prove certain ideas right or wrong.

Statement on Disabilities

"Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. A new form must be requested each semester. Students with a history of a disability, perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester. For further information, please contact Carole Burrowbridge, Director and ADA/504 Coordinator, at 301-2778 or visit the ACCESS and Accommodation Office website at <http://www.mercer.edu/disabilityservices>"

* (07/13)

HONOR CODE

All of the members of this class will conduct themselves according to the guidelines of the Mercer Honor System as outlined in the *Lair*. Specifically within the context of essays, the thoughts and/or words of other people must be fully acknowledged with appropriate notes. Plagiarism, even inadvertent plagiarism, is a serious offense. If you have any questions about proper citation of sources, talk to the instructor before submitting a paper. Your own work for another course may not be submitted for a grade in this course.

CELLULAR PHONE AND PAGER USE

Out of courtesy for all those participating in the learning experience, all cell phones and pagers must be turned **off** before entering any classroom, lab, or formal academic or performance event. If this becomes a problem, the teacher reserves the right to remove the phone and/or the student from the class.

Course Schedule (I reserve the right to alter this schedule as needed.)		
Jan 6	Course Introduction	
Jan 8	<i>Murder at Harvard</i> (documentary)	
Jan 13	http://www.pbs.org/race/000_General/000_00_Home.htm	Essay Due
Jan 15	Race: The History of an Idea	
Jan 20	No Class	
Jan 22	Atlantic World European Development of Races	
Jan 27	Slavery and Race Theory (France & England)	<i>Slavery</i> p. 1-28
Jan 29	Transplanted Ideas: Colonial Encounters	<i>Slavery</i> p. 31-64
Feb 3	English Labor Transitions	<i>Slavery</i> p. 65-101
Feb 5	Spanish Conquest and Contested Racial Identities: Or why there is a box that says “White/Hispanic”	<i>Slavery</i> p. 102-133
Feb 10	American Race Theory Colonial and Early National U.S. Construction of Race	<i>Cherokee</i> , p. 1-24
Feb 12	Exam 1	
Feb 17	Indian as a Race	<i>Cherokee</i> p. 25-70
Feb 19	U.S. Expansion: Economic and Racial	<i>Cherokee</i> p. 71-100
Feb 24	Indian Removal: Southern Dominance	<i>Cherokee</i> p. 101-128
Feb 26		<i>Cherokee</i> p. 129-166
Mar 3	Trial of Tears and White Man’s Burden	<i>Cherokee</i> p. 167-186
Mar 5	Typology as Definitive 19 th C. European and U.S. Racial Constructions	
Mar 10-12	Spring Break	
Mar 17	Exam 2	
Mar 19	Reconstruction and Immigration	<i>Other Half</i> p. 51-109
Mar 24	Urban Growth and Slum	<i>Other Half</i> p. 109-168
Mar 26	When skin tone no longer means White	<i>Other Half</i> p. 168-205
Mar 31	U.S. in light of Nazis Germany	<i>Other Half</i> p. 206-266
Apr 2	Jim Crow’s long shadow	
Apr 7	Why working up does not always work A Post-racial World?	
Apr 9	Civil Rights (the longer version)	
Apr 14	Racial Construction after Civil Rights	
Apr 16	Race as a biological category in American history	
Apr 21	Race: the construction of an idea	
Apr 23	Why do we hold on?	
May 2	Final Exam 7 – 10 p.m.	

