



History 464
Eva Sheppard Wolf
Fall 2017

American Ethnic and Racial Relations to 1890

Office Location: SCI 267

Office Hours: M 2:00-3:30; W 2:00-3:00, and by appointment

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Course Description: This course examines how various groups have deployed ideas of race and ethnicity in their struggles for economic, political, social, and cultural power from the colonial period to the 1880s. Students will discuss and analyze secondary and primary sources in order to deepen their knowledge of racial and ethnic relations in the US and to develop their analytical skills. Given the geographic and chronological scope of the course, we will not be able to discuss everything of importance in equal depth.

GE Overlays: This course satisfies requirements to fulfill the following overlays (See syllabus addendum on iLearn for details): Global Perspectives, Social Justice, and AERM

GE Upper Division Requirement: This course satisfies requirements to fulfill the Upper Division Arts/Humanities (UD-C) requirement. (See syllabus addendum on iLearn for details.)

Old GE program: This course satisfies GE Segment II, Category C: Historical, Cross-cultural, and Global Contexts. This course is part of GE Segment III cluster, "America in the 19th Century."

Prerequisites:

- English 214 or the equivalent is required.
- Upper Division standing or instructor permission is required.
- History 120 (US to 1877) or the equivalent is recommended.

Email: Please make sure you have set up your SFSU email account to forward email to your most frequently used account since I frequently communicate with students by email. I answer email daily, usually in the afternoon. I do not check my work email on the weekends, starting about 3:30 on Fridays.

Books available for purchase at the SFSU bookstore and on reserve at the library:

Eva Sheppard Wolf, *Almost Free*

Margaret Walker, *Jubilee*

Assignments and Weights of Grades for Undergraduate Students

<u>Assignment</u>	<u>Weight</u>	<u>Due</u>
Class Discussion and Participation Includes small-group discussion worksheets (see below), which count for half the discussion/participation grade; and attentive engagement in discussion and lectures, which make up the other half.	20%	Every week
Quizzes	15%	Weekly before Wednesday's class, except as highlighted below.
Online discussion, once before and once after midterm	10%	One group post and 2 individual comments by Oct. 2; and the same by Dec. 11.
Midterm	20%	Oct. 4
Paper on primary sources, including independent research on secondary sources	15%	Dec. 6
Cumulative Final Exam (part take-home, part in class)	20%	Dec. 15, 8:00-10:30 a.m.

Assignments and Weights of Grades for Graduate Students, plus additional books—see instructor for a separate handout.

GENERAL CLASS INFORMATION

iLearn: Quizzes, lecture outlines, links to useful websites, some readings, and some hand-outs will be available on iLearn. Please check it at least once weekly.

Small-group Discussions: For group discussions, you will work in teams of approximately 6 students and will produce a short, written summary of your small-group discussions in the form of worksheets given in each class. We will form the teams in the first week of class, and you will remain with the same group all semester.

Additional Discussion/Participation: For the portion of the Discussion and Participation grade not based on the small-group worksheets, I will grade your performance based on

- 1) Participation in small-group discussions. Are you present? Do you have your reading with you and available? Do your comments demonstrate that you have read it? Are you talking about relevant items? Listening to your peers? Building on what they say?
- 2) Participation in whole-class discussions. Are you present? Prepared? Do your comments show that you have been listening to others? Do they add to the discussion?
- 3) Participation in lectures. Do you ask and answer questions as they arise during class lectures? Are you listening actively and taking notes?

Online Discussion: Each group will post two contemporary news articles related to racial and/or ethnic relations, one to be posted before the midterm and one after. Over the course of the semester, each student

must comment on the articles her/his group posted and on two other articles—again, one additional article before and one after the midterm. To get full credit for your post, you must:

- Engage with and cite at least one specific assertion in the article.
- Engage with at least one other student’s post, unless you are the first to post a comment. “Engage with” means think about, reflect upon, and respond to.
- Draw a connection between some aspect of the article or its content and a specific text, lecture, idea, or theme we have addressed in this course. For example, you might write, “Donald Trump’s words, especially his view of Mexicans as criminal, sound very similar to me to the assertions made by some Americans in the 1840s, such as John O’Sullivan’s statement that Mexicans are unfit to settle California. In both cases, the anti-Mexican view is tied to a quest for Anglo-American dominance and fears of the economic consequences of a large number of immigrants from Mexico. For O’Sullivan . . . , while for Trump”

A Few Words on Courtesy and Engagement in Scholarly Discourse: In this course, we will be discussing difficult, sensitive, and complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. We must treat one another’s opinions and comments with courtesy and respect, even when they diverge from our own. We must also all be prepared to explain when and why we might be offended by something, to apologize if we have caused offense, and to accept apologies graciously.

COURSE SCHEDULE

- All assigned reading should be *completed* by the time of the class meeting in which discussion of it is listed or by Wednesday of the week in which it is listed.
- All quizzes will be open for approximately 24 hours, from Tuesday late morning until 10 minutes before class starts on Wednesday, except at highlighted below. Please email me if you do not see the quiz available by noon on the Tuesday before it is due.

Week 1	<p>Introduction: What is Race, What is Ethnicity, and What is History? What do we know from our own experience?</p> <p><u>Reading:</u> Mark M. Smith, <i>How Race is Made</i>, intro. and chap. 1 (iLearn) Ariela Gross, <i>What Blood Won’t Tell</i>, chap. 1 (iLearn) (Complete by Friday.)</p> <p>Aug. 23: Intro. to the course; film excerpts from, “Race: The Power of an Illusion,” episode 1</p>	
Week 2	<p>What is Race? cont. Case Study: the Irish in America.</p> <p><u>Reading:</u> Takaki, “Emigrants from Erin” (iLearn)</p> <p>Aug. 28: Discussion of film and readings from last week. Aug. 30: Ideas of race in early modern Europe; and race, ethnicity, and the Irish in America.</p>	<p>DUE before class on Monday: iLearn quiz on reading for last week.</p>

<p>Week 3</p>	<p>New Contacts in the Atlantic World and Developing Ideas about Ethnicity and Race</p> <p><u>Reading:</u> Slave laws (iLearn). Start on reading for next week.</p> <p>Sept. 4: NO CLASS—LABOR DAY Sept. 6: Overview of English colonization; Indians, English, and Africans in the colonial English South</p>	<p>Due before class on Wed.: iLearn quiz on “Emigrants from Erin” and slave laws.</p>
<p>Week 4</p>	<p>Indians, Africans, Slavery and Race in the Chesapeake and Carolinas</p> <p><u>Reading:</u> <i>Suspect Relations</i>, chap. 2 (iLearn). Slave laws in Virginia and Carolina (in-class handout; also on iLearn)</p> <p>Sept. 11: The making of race in the Southern English colonies Sept. 13: Discussion of <i>Suspect Relations</i>, chap. 2 and slave laws</p>	<p>DUE before class on Wed.: iLearn quiz on reading, including slave laws handout from last week</p>
<p>Week 5</p>	<p>Indians, Africans, Slavery, and Race in the Middle and Northern English colonies</p> <p><u>Reading:</u> <i>The Name of War</i>, prologue, chaps. 1, 3 (iLearn) Primary Sources on King Philip’s War (iLearn)</p> <p>Sept. 18: The making of race in the early middle and northern English colonies, incl. an overview of King Philip’s War Sept. 20: Discussion of <i>Name of War</i> and documents</p> <p>Graduate student report on <i>The Name of War</i></p>	<p>DUE before class on Wed.: iLearn quiz on reading</p> <p>Grad. student book reviews on <i>Name of War</i>.</p>
<p>Week 6</p>	<p>Race and Ethnicity in the French and Spanish North American Colonies</p> <p><u>Reading:</u> <i>Black Society in Spanish Florida</i>, ch. 2, ch.6 (iLearn) <i>Jesuit Relations</i>, excerpt (iLearn) <i>Code Noir</i> (iLearn)</p> <p>Sept. 25: Race in Spanish and French colonies in North America Sept. 27: Discussion of readings.</p>	<p>DUE before class on Wed.: iLearn quiz on reading.</p>
<p>Week 7</p>	<p>What Difference Does Nationhood Make?</p> <p>Oct. 2: Review for Midterm Oct. 4: MIDTERM Exam</p>	<p>No quiz this week.</p>

<p>Week 8</p>	<p>Race, Citizenship, and the New Nation</p> <p><u>Reading:</u> Documents on Race and Revolution (in-class handout and on iLearn) <i>Almost Free</i>, ch. 1-2</p> <p>Oct. 9: American Revolutionary Ideology and the Problem of Race Oct. 11: Discussion of Documents on Race and Revolution; <i>Almost Free</i> ch. 1-2</p>	<p>DUE before class on Wed: iLearn quiz on reading.</p>
<p>Week 9</p>	<p>Old Races and New Ones in the New Nation</p> <p><u>Reading:</u> Primary sources on race in the early republic (in-class handouts and on iLearn) <i>Almost Free</i>, ch. 3-4.</p> <p>Oct. 16: European Immigration to the US, 1790s-1850s, and disc. of documents Oct. 18: Discussion of Documents on Race and Revolution, Race in Early Republic</p>	<p>DUE before class on Wed: iLearn quiz on reading.</p>
<p>Week 10</p>	<p>Intro to Race Science</p> <p><u>Reading:</u> In-class handouts--primary sources on race science (also on iLearn) <i>Almost Free</i>, ch. 5-end, including epilogue.</p> <p>Oct. 23: Overview: Race Science in Europe and US, 1700s-ca.1860 Oct. 25: Discussion of <i>Almost Free</i> and race science documents.</p>	<p>DUE before class on Wed: iLearn quiz on reading.</p>
<p>Week 11</p>	<p>Race, Expansion, and the West</p> <p><u>Reading:</u> <i>Cherokee Nation v. Georgia</i> and <i>Worcester v. Georgia</i> decisions, excerpts (iLearn) Lewis Cass on Indian Removal (iLearn) Primary sources on Texas (iLearn)</p> <p>Oct. 30: Manifest Destiny, Indian Removal, and Texas Nov. 1: Discussion of reading Discussion of paper and what makes a scholarly source.</p>	<p>DUE before class on Wed: iLearn quiz on reading.</p> <p>Grad. student book reviews on <i>War of a Thousand Deserts</i></p>
<p>Week 12</p>	<p>Race, Expansion, and the West, Cont. / Library Session for Final Papers</p> <p><u>Reading:</u> Takaki, "Foreigners in Their Own Land" (iLearn) "A History of Alta California," excerpts (iLearn)</p> <p>Nov. 6: Manifest Destiny, Calif., and the Mexican-American War Nov. 8: Library session. Meet in LIB 280.</p>	<p>DUE before class on Wed: iLearn quiz on reading.</p>

<p>Week 13</p>	<p>The Cotton South</p> <p><u>Reading:</u> <i>Jubilee</i>, chaps. 1-18 Georgia slave laws summary (link on iLearn)</p> <p>Nov. 13: Discussion of readings from last week Nov. 15: African American life and racial thought in the antebellum South; brief discussion Georgia slave laws and <i>Jubilee</i>, chaps. 1-18</p>	<p>DUE before class on Wed: iLearn quiz on reading.</p>
<p>Week 14</p>	<p>Thanksgiving Break—continue reading <i>Jubilee</i> as noted below.</p>	
<p>Week 15</p>	<p>Race and Ethnicity in the Civil War and Reconstruction</p> <p><u>Reading:</u> Synopsis of <i>Jubilee</i> chaps. 19-35 (iLearn) <i>Jubilee</i>, chaps. 36-58. Emancipation Proclamation (iLearn) 14th and 15th amendments (online; see link at iLearn)</p> <p>Nov. 27: Changing ideas about race and citizenship; discussion of the Emancipation Proc. and 14th amendment Nov. 29: Discussion of <i>Jubilee</i>.</p> <p>Final Exam Handout</p>	<p>DUE before class on Wed: iLearn quiz on reading.</p>
<p>Week 16</p>	<p>Race, Racialization and California</p> <p><u>Reading:</u> Chinese Exclusion Act (iLearn link) Bret Harte, “The Heathen Chinese” (iLearn link) Calif. 1862 Anti-“Coolie” Act (iLearn link)</p> <p>Dec. 4: Race in the California from the Gold Rush to the Chinese Exclusion Act Dec. 6: A word on Hawaii and New Mexico; Discussion of reading.</p> <p>Research Essays due on Dec. 6</p>	<p>-DUE before class on Wed: iLearn quiz on reading.</p> <p>Research essays due.</p> <p>Grad. student book reviews on <i>Freedom’s Frontier</i></p>
<p>Week 17</p>	<p>Review and Final Exam</p> <p>Dec. 11: Review for Final Exam</p> <p>FINAL EXAM, Friday, Dec. 15, 8:00-10:30--No Makeups!</p>	<p>No quiz this week.</p>

ADDITIONAL POLICIES AND PROCEDURES:

Accommodation: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu. Their website is <http://www.sfsu.edu/~dprc/>. In addition, I am happy to work with any student who has particular concerns or needs that affect her/his participation in the class.

Attendance: Regular attendance is considered part of participation. You cannot participate if you are not in class. Poor attendance will be reflected in your participation grade.

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 at <http://www.sfsu.edu/~carp1/>.

Final Exam: If you will not be able to attend the final exam, you must drop the course. In accordance with university policy, the final examination will be offered ONLY at the time designated.

Grading scale:
93-96 A
90-92 A-
87-89 B+
etc.

Late work: Papers turned in late *will be marked down 1/3 a letter grade for EVERY day past the due date*, up to one week; thereafter, late work will be accepted at *half credit*. **You may not take the quizzes after they have closed unless you have a serious, unexpected, documented problem that has prevented you from taking the quiz.**

Exception: Students may request extensions if a dire or emergency situations prevent them from completing assignments in a timely fashion, but *extensions will be granted only BEFORE the due date, and not ex post facto*. That is to say, you may not receive an extension after the due date has passed.

Missed Discussions: **If you must miss a graded class discussion** due to fever, car accident, court date, or other uncontrollable mishap or duty, you may make up the discussion by filling out the discussion sheet on your own. To do so, **you must email me before the discussion** to let me know and to request the discussion sheet. In order to be fair to the other students, please provide documentation or evidence of your condition or problem.

Paper vs. Email. Please turn in all papers in hard copy. If your paper is late, you may send an electronic version, which I will count as “turned in” as of the email time-stamp, but you must then bring a hard copy for grading.

Plagiarism and Cheating: Since our goal is to seek truth, academic honesty is absolutely essential. Plagiarism and cheating, which strike at the core of the university’s mission, will not be tolerated. Cases of suspected academic dishonesty, including plagiarism and cheating, will be referred to the college dean’s office, and offenders will be punished according to university guidelines. If you have any questions about what constitutes plagiarism or cheating, *please ask*. In addition, we will discuss these topics in class.

Sexual Harassment or Sexual Violence: As Academic Senate policy #F14-257 states, “SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

- The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
- Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>
- For more information on your rights and available resources: <http://titleix.sfsu.edu>

University Policies/Dates: Students need to drop classes they do not want by the end of the third week. Otherwise you might receive a WU (unauthorized withdrawal) which is equal to an F for GPA purposes. You also should be aware of the university’s and college’s rules on withdrawals which you can find at <http://senate.sfsu.edu/policy/withdrawal-courses> and at <http://advisinglca.sfsu.edu/arc/withdrawal-policy>.

Important Dates and Deadlines for Fall 2017:

Labor Day; No Classes; Offices Closed	Monday, September 4
Last day for faculty to drop a student without a “W” grade.	Tuesday, September 12
<ul style="list-style-type: none"> • <u>Last day for students to drop a class without a “W” grade.</u> • Audit Deadline • Last day to add a class with a permission number 	Wednesday, September 13
Deadline to file graduation application	Friday, September 29
Last day for students to change grading option (to or from Credit/No Credit)	Wednesday, October 18
Veterans Day; No Classes; Offices Closed	Friday, November 10
Withdrawal from Classes or University with Serious and Compelling Reasons; see your instructor.	Sept. 14-Nov. 17
Fall Recess (Thanksgiving)	November 20-25
Last day of classes.	Tuesday, December 12
Final Examinations	December 13-19
<u>Withdrawal from Classes or University by Exception for Documented Serious and Compelling Reasons; see your instructor.</u>	November 18 – December 12