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HIST 105-03, Race and Citizenship in the United States, Spring 2009

Item Type	Syllabus
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Publisher	Memphis, Tenn. : Rhodes College
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History 105
Race and Citizenship in the United States
TTh 2:00-3:15

Instructor: Brian D. Page
Office: Buckman 206-A
Office Hours: MW 11:00-11:50 and Wednesday 1:00-2:15 or by Appointment
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Course Description

From the very beginning of this nation's founding, historical perceptions of race have shaped definitions of citizenship and what it means to be an American. This course will examine how social and cultural constructions of race changed over time and influenced who could and could not be considered an American citizen from the colonial and American revolutionary period to the late nineteenth century. Students will read primary and secondary sources on race and citizenship that compare and contrast the experiences of American Indians, African Americans, European immigrants, and Asian Americans in the United States. As the nation expanded in size and population, questions about race and citizenship became central to this nation's history.

Required Readings

Theda Perdue and Michael D. Green. *The Cherokee Removal: A Brief History with Documents*. Bedford, 2005.

David Roediger. *The Wages of Whiteness: Race and the Making of the American Working Class*. New York, 1991.

Jacqueline Jones Royster. *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*.

Kathryn Kish Sklar. *Women's Rights Emerges within the Antislavery Movement, 1830-1870: A Brief History with Documents*. Bedford, 2000.

Alexis de Tocequeville. *Democracy in America*. Abridged with an Introduction by Michael Kammen. Bedford, 2009.

* Students will also be required to read additional material throughout the semester. These items will be located either online via the Rhodes Library or on Moodle. See the schedule of assignments for additional readings.

Course Objectives

Students will learn the methods, terminology, and historical approaches used to studying race and citizenship in American history, analyze these ideas and apply them to the study of change over time, and work on improving their analytical skills in a series of essays.

Course Requirements: All assignments are mandatory.

This is a writing intensive course. Students will be required to write interpretative and analytical essays in response to the in-class readings, submit rough drafts to the instructor and peers for revisions for the first two papers, and identify and utilize outside sources in order to review one of the films shown in the class. These papers will be geared to improving students understanding of the terminology and historical approaches to studying race and citizenship and improving students' analytical writing skills in preparation for the final essay. Instructions and topics will be handed out in advance.

Paper #1 (20%); Paper #2 (20%); Paper # 3 (25%); Film Review (20%); and Class Participation (15%).

All out of class written work must be typed, double-spaced, and in 10 or 12 point font and documented according to the Chicago Manuel of Style. Papers are due at the beginning of class.

Class participation: All students are required to participate in class discussions. Students must take notes on the assigned readings, identifying main ideas and theses that examine the evidence, and identify questions for in-class discussions. Simply reading the material once before class is not enough! Students should read well before class and take time to prepare before each individual class.

Attendance: Attendance is mandatory. If students miss more than two class periods a mandatory five point deduction will be applied to the student's final grade for every absence over two. Students are also required to meet with the instructor if they miss more than two classes. It is the students' responsibility to inform the instructor of any excused absences, illnesses, and/or medical emergencies that require them to miss class. Please note a doctor's appointment, etc. does not count as an excused absence.

Deadlines: All deadlines are final and not negotiable. No late papers will be allowed unless arranged well in advance with the instructor. If you fail to meet a deadline because of a medical or family emergency you must contact the instructor via email (pageb@rhodes.edu) within 24 hours or, in cases of extenuating circumstances, as soon as possible. All papers are due at the beginning of class and not in the instructor's mailbox or by email.

Honor Code: All work turned in for this course is to be completed in accordance with the Rhodes College Honor Code. To demonstrate your commitment to the Code, each

student must write “pledge” and sign his/her name on every assignment. If you have any questions about plagiarism you should talk to me directly.

Students who require special arrangements due to physical or learning disabilities should contact the instructor as soon as possible.

Please do not hesitate to contact me if you have any questions, problems, or concerns about this course.

Schedule of Assignments: The following schedule of assignments is subject to change. Students are responsible for keeping track of all deadlines and any changes/additions made throughout the semester. All readings/assignments are to be completed prior to the class date they are assigned.

Week One Introduction

January 15: Course Overview

Week Two Race in America Today

January 20: Class does not meet.

Assignment: President Barack Obama’s Inauguration Ceremony 12:00. Watch and listen to President Obama’s swearing-in ceremony. If you have a class at noon, more than likely the ceremony and inaugural address will be repeated on one of the major television networks or available online.

January 22: Race in the Twenty-First Century

Assignment: President Barack Obama’s Speech on Race
<http://www.npr.org/templates/story/story.php?storyId=88478467>

Week Three Frameworks on Race, Ethnicity, and Citizenship

January 27: Historical Definitions of Race

Assignment: David Roediger, *The Wages of Whiteness*, 3-15; Selected readings from *Race and Ethnicity in Society: The Changing Landscape*, ed. Elizabeth Higginbotham and Margaret Anderson (2008) (On Moodle).

January 29: Citizenship, Nations, and Imagined Communities

Assignment: Evelyn Glenn, “Citizenship and Inequality,” in *Race and Ethnicity in Society: Changing Landscapes*; Roger Smith, selected readings from *Civic Ideals: Conflicting Visions of Citizenship in U.S. History* (On Moodle).

Week Four

New Encounters

February 3: Black Robe

February 5: Black Robe (continued)

Assignment: "Black Robe," in *Past Imperfect: History According to the Movies*, 78-81 (Moodle); Bruce Trigger, "Early North American Response to European Contact: Romantic versus Rationalist Interpretations," the *Journal of American History* 77 (March 1991): 1195-1215.

Week Five

Historical Origins and Transformations of Race

February 10: Native Americans and Conceptions of Race

Assignment: Kathleen Brown, "Native Americans and Early Modern Concepts of Race," in *Empire and Others: British Encounters with Indigenous Peoples, 1600-1850*, ed. Martin Daunton and Rick Halpern (1999) (On Moodle); Alden T. Vaughan, "From White Man to Redskin: Changing Anglo-American Perceptions of the American Indian," *American Historical Review* 86 (1982): 917-953.

February 12: Slavery and Racism in American History

Assignment: Barbara Fields, "Slavery, Race, and Ideology in the United States of America," *New Left Review* 181 (June/July 1990): 95-118; Alden Vaughn, "The Origins Debate: Slavery and Racism in Seventh Century Virginia," *The Virginia Magazine of History and Biography* 97 (July 1989): 331-354; Roediger, *The Wages of Whiteness*, 19-27.

* Rough Draft Paper 1 distributed via email to instructor and peer group by 5pm Friday February 13 (See handout for instructions)

Week Six

The American Revolution and the New Republic

February 17: Slavery, the Constitution, and the First Emancipation

Assignment: Paul Finkelman, "Slavery and the Constitutional Convention: Making a Covenant with Death," in Richard Beeman, et al., eds., *Beyond Confederation: Origins of the Constitution and American National Identity* (Chapel Hill, 1987), 188-225; Roediger, *The Wages of Whiteness*, 27-36.

* Peer review comments Paper 1 due in-class (See handout for instructions)

Film Review/Critique Option 1 Black Robe Due in-class (See handout for instructions)

February 19: Gender and Republicanism

Assignment: Linda Kerber, "The Paradox of Women's Citizenship in the Early Republic: The Case of *Martin vs. Massachusetts*," *American Historical Review* 97 (1992): 349-378; Jan Lewis, "The Republican Wife: Virtue and Seduction in the Early Republic," *William and Mary Quarterly* 44 (1987): 689-721.

Week Seven Democracy in America

February 24: American Political Democracy in the Nineteenth Century

Assignment: Tocqueville, *Democracy in America*, 37-69.

Final Draft Paper #1 Due in-class

February 26: Race, Class, and Jacksonian Democracy

Assignment: Roediger, *The Wages of Whiteness*, 43-87.

Week Eight "Civilized" Defined

March 3: The Debate on Cherokee Removal

Assignment: Theda Perdue and Michael D. Green, *The Cherokee Removal*, 1-70

March 5: The Debate on Cherokee Removal (continued)

Assignment: Perdue and Green, *The Cherokee Removal*, 71-133.

Week Nine Race, Gender, and the Abolition Movement

March 10: The Abolition Movement in the Nineteenth Century

Assignment: Sklar, *Women's Rights Emerges within the Antislavery Movement 1830-1870*, Selected Letters.

March 12: The Women's Rights Movement

Assignment: Sklar, *Women's Rights Emerges within the Antislavery Movement 1830-1870*, Selected Letters.

* Rough Draft Paper #2 distributed via email to instructor and peer group by 5pm Friday (See hand-out for instructions)

Week Ten Spring Break

March 17: No class. Spring break

March 19: No class. Spring break

Week Eleven Working-Class Culture

March 24: The Gangs of New York

Assignment: Roediger, *The Wages of Whiteness*, 95-111, 115-127.

* Peer review comments Paper #2 due in-class.

March 26: The Gangs of New York (continued)

Assignment: J. Matthew Gallman, review of The Gangs of New York, *Journal of American History* 90 (December 2003): 1124-1126; David Henkin, review of The Gangs of New York, *American Historical Review* 108 (April 2003): 620-621.

Assignment: Roediger, *The Wages of Whiteness*, 133-156.

Week Twelve Race and Citizenship in the Civil War Era

March 31: Whiteness, Culture, and Democracy on the Eve of the Civil War.

Assignment: Tocqueville, *Democracy in America*, 91-95, 98-106, 109-126, 129-140.

Final Draft Paper #2 Due in-class.

April 2: The Civil War and American Citizenship

Assignment: Roger Smith, "Dred Scott Unchained: The Bloody Birth of the Free labor Republic, 1857-1866," in *Civic Ideals: Conflicting Visions of Citizenship in U.S. History* (On Moodle).

Week Thirteen Race and Citizenship in the Civil War Era

April 7: The Politics of Reconstruction

Assignment: Elsa Barkley Brown, "Negotiating and Transforming the Public Sphere: African American Political Life in the Transition from Slavery to Freedom," in *Public Culture* 7 (Fall 1994): 107-46; Sklar, *Women's Rights Emerges within the Antislavery Movement 1830-1870*, 191-204.

Film Review/Critique Option 2 Due in-class (See handout for instructions)

April 9: No class.

Week Fourteen “New” Frontiers on Race

April 14: The End of the Frontier

Assignment: Ronald Takaki, “The Indian Question: From Reservation to Reorganization,” in a *Different Mirror: A History of Multicultural America*, 225-245 (On Moodle).

April 16: Asian Americans in the American West

Assignment: Selected Readings from *Claiming America: Constructing Chinese Identity during the Exclusion Era* (Online).

Week Fifteen The Problem of Race in the Twentieth Century

April 21: Asian Americans and Citizenship

Assignment: Mae M. Ngai, “Impossible Subjects: Illegal Aliens and the Making of Modern America, in *Race and Ethnicity in Society: The Changing Landscape* (On Moodle)

April 23: Jim Crow in the American South

Assignment: Jacqueline Jones Royster. *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*.

Week Sixteen Twentieth Century Consequences

April 28: Field Trip at the National Civil Rights Museum

April 30: Final Comments

Final Paper #3 Due in-class.