A History of Race in the United States (HIUS 126)

Summer Session I 2018

#### Prof. N. Molina

**Office:** Humanities and Social Sciences, 6070

**Mailbox:** Department of History, Humanities and Social Sciences, 5th floor

**Communication:** I prefer to have conversations face-to-face rather than on e-mail. I will stay after class in case you have questions or comments and also welcome speaking to you during office hours.

**Office hours:** Every day after class and by appointment should your schedule conflict

**E-mail:** [nmolina@ucsd.edu](mailto:nmolina@ucsd.edu) \*Please write “HIUS 126” in the subject line or the e-mail might be directed to my spam folder.

## **Twitter:** [@Prof\_NataliaM](https://twitter.com/Prof_NataliaM) #HowRaceIsMade #RaceIsRelational

**Office Phone:** 858.534.3440

**TA:** Kevan Malone, kqmalone@ucsd.edu Every day after class and by appointment should your schedule conflict.

**Creating a learning environment:** Only a portion of what you learn in this course will be from your instructors and the readings. Your classmates will play an instrumental role in your learning experience. As such, come to class prepared and be ready to join in the conversation. The more involved you become, the more you will gain. Support your opinions with what you learned in the readings, sections, and lecture. Benjamin Franklin once said, “Seek first to understand, then to be understood.” Listen carefully to others before you decide where you stand in relation to their argument and how to respond in a respectful and productive manner. Please also refer to UCSD’s Principles of Community, <https://ucsd.edu/about/principles.html>

**Professionalism Policy**: Promptness, punctual attendance, participation, and responsible behavior will affect your learnings. Active, positive, engaging, participation in class activities is essential.

**Required books:**

Kelly Lytle Hernandez. *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965.* Chapel Hill: The University of North Carolina Press, 2017.

Beth Lew-Williams. *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America.* Cambridge, Massachusetts: London, England: Harvard University Press, 2018.

Ana Minian. *Undocumented Lives: The Untold Story of Mexican Migration.* Cambridge, Massachusetts: Harvard University Press, 2018.

Articles and chapters can be found on e-reserves. The books are on reserve at Geisel. https://library.ucsd.edu/borrow-and-request/course-reserves/index.html

**Course Objectives:**

Contemporary ideas about race argue that it is a category that is socially constructed, not one rooted in biology. Why then does it continue to be such an abiding idea in US society? Why is that that some folks, like Italians or Irish, were once considered racial outsiders but are now considered white? Why is it that Mexicans are legally considered white but many would not regard them as white? This class will unpack what it means for race to be a social construction yet be an idea that persists through cultural narratives, policies, and laws. We examine different time periods, regions, and racial and ethnic groups in the US to see how and why we came to think of these groups the ways we do, how those ideas have changed over time, and why they persist.

**Learning outcomes:** After this course, the learner will be able to:

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| 1. **identify** how racial categories are formed and informed by political, social, economic, cultural and historical forces; 2. **describe** different historical case studies that shed light on the formation of racial categories; 3. **explain** how ideas about race change over time by studying different case studies in different time periods in US history; 4. **identify** what a primary source is and use the primary source to illustrate the concepts in the course 5. **write** assignments that demonstrates/illustrates their knowledge of racial formation based on both primary and secondary literature; 6. **Compare and contrast** political, social, and cultural formations in at least two places or fields of inquiry in the past 7. **Construct** a narrative of basic events and developments over time in the field of emphasis. |

**Course Assessment:**

3 drafts of blogs based on primary sources (in-class)

3 Posted blogs

Responses to your classmates’ blogs (3 posts per session)- each blog post should have a maximum of 3 comments

Storyboarding of group presentation

1. group video presentation (you can opt for a second paper assignment instead of)

**Assessment**

Item Percent

3 drafts of blogs based on primary sources 10

-scored 0 to 3 points for a max total of 10 points

(1 freebie point)

3 Posted blogs

-scored 0 to 20 points for a total of 60 points 60

Responses to your classmates’ blogs

-scored 0 to 3 points for a max total of 9 points 10

(1 freebie point)

Group Video (Final Exam)

-including Storyboarding of group presentation 20

**Writing Policy**

Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. If desired, instructor comments can be made verbally and delivered to the student as an mp4. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp4 feedback must state so when the essay is turned in. All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use ofChicago style is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Writing Centers. All papers are to be word-processed, proofread, and solely the work of the author.

**Academic Integrity Policy**: Instructors in the Department of History are obligated to report all forms of academic misconduct. Please familiarize yourself with some of the common forms of academic misconduct listed below to avoid inadvertently falling victim to them: https://history.ucsd.edu/undergrad/resources.html#Academic-Integrity-Policy-and-I

More information about academic misconduct can be found on the Academic Integrity Office's website. [academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu/)

**Blogs:** All written assignments will be in the form of a blog. Blogs will be done on UCSD’s Knit digital commons (https://knit.ucsd.edu/). I am choosing a blog instead of a paper assignment because I hope to 1) increase accessibility to your work (everyone will have access to each other’s blogs) 2) increase interaction between students. The authors of the books will also be invited to comment on your blogs.

**Sources:** The goal of the assignment is for you to make connections between the readings and be able to apply the concepts in the readings outside of the readings. As such, for your blog, you will look up a primary document for each blog from the *Los Angeles Times*, *New York Times* or the [Ethnic NewsWatch](http://libraries.ucsd.edu/sage/stats?asset=846) database (You can access these websites by going to the UCSD library’s main page, going to databases A-Z, and then looking up these up.) You can access these newspapers through the database on the UCSD website which is restricted to UC campus.

Here are links to other approved databases should you wish to use materials other than newspaper sources:

# United States History: Research Guide: Primary Sources

https://ucsd.libguides.com/c.php?g=91062&p=585576

# Guide to Online Primary Sources

# https://ucsd.libguides.com/primarysources

If you cannot access the databases, contact the library, 858.534.3336. You will analyze the sources within the context of the time period and explain how the documents illustrate arguments made or shed new light on the readings. The objective is to see how you apply/challenge/add to /overturn the narratives we read in the texts. You may also include and analyze the photographs in the articles.

You will meet with Harold Colson, US History Specialist and Librarian on July 3rd in the library to help you better understand primary research and our library databases to locate sources.

**Blog Logistics:** The blogs will be the place where you respond to the readings and make connections between the readings, lectures, and most importantly, connect to a primary source.

Your primary sources may be historical (e.g from the time period of the reading) or contemporary (i.e. a current event or op-ed). Of the four blog posts, 2 must include historical primary sources. I encourage you to include the primary source (e.g. photo, video, document).

The blog posts should be thesis-driven (i.e. argument driven). Your reader should be able to agree or disagree with your post. The post should not be solely, or even mainly, content driven. You may want to begin with a question if you are having trouble starting with a thesis.

For your blog to be a positive and effective experience, you should:

Understand the course content. This means doing the reading on time, participating in class, and asking question so that you are prepared to analyze sources and make connections between readings in sources in the blog.

Come prepared to class to use the in-class assignment time to reflect on your sources and get feedback.

**Feedback:** For each blog you complete, you are required to comment on the blogs of three of your classmates.

**Length:** Blogs should be 300-400 words in length (about 3 full paragraphs). Your responses should be at least 50 words in length (about 2-3 full sentences).

**Video Group Work Policy**

The main goal of the video is for you to take this concepts, histories, and sources we discussed in class in order to help people understand how 1) race is socially constructed and 2) how it informs our conversations today. \*You must connect readings from at least 2 parts of the course. In other words, what would Kelly Lytle Hernandez say that "settler colonialism" has to do with being undocumented or what would Ana Minian say about the history of Chinese detention in this country? There is not one way to make the video. You may decide to use different mediums including vlogs, Video scribe, Stop Motion, iMovie, etc. You might approach the video as a news report; a trailer to one of the books we ready, etc. We will discuss many times in class and generate ideas together. You will upload your video presentations to a shared Gfolder available only to those in the course. Final videos should be between 2-5 minutes. Be aware that a high quality 5 minute video can take about 5-10 hours to produce.

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization. Students have the option of opting out of the group work assignment and turning in a 5-page paper instead. You must meet w/ the professor by July 19 and receive permission for this option.

Students will be broken up into groups and each assigned a role based on skill sets and experience. Possible roles include: videographer; project manager; technology guru

We will storyboard your presentations in class and you must have it signed off by the instructor or TA. Here is one sample of how to do a storyboard: Storyboard- https://www.vyond.com/resources/what-is-a-storyboard-and-why-do-you-need-one/

You will have help for your video presentations from representative from Arts and Humanities, should you need it. It is not required but should you wish to use it, we also have a recording studio on campus: One Button Studio <https://students.ucsd.edu/student-life/involvement/communication-leadership/onebuttonstudio/reserve.html>

\* Important: The final product must be in a MP4 format in order to store the video in our class google drive folder

**Attendance:** Attendance is mandatory. Because this is summer session, one class is equivalent to 10% of the course, you will lose 10% of your grade per absence. If you have a documented emergency (such as a medical issue) please see me. Points will also be deducted from your grade for tardiness.

\*There is no laptop or cell phone usage in class. On occasion, we will do a class assignment that requires laptops.

**Late Policy:** I deduct 7 points from the total score (100 points) for papers for every 24 hours they are late. Papers are due at the start of class. If you have a medical emergency, please produce a doctor’s note and I will do my best to work with you.

**Policy on lecture notes:** I do not share lecture notes. If you need notes, ask a colleague in class.

**Disability access policy:** <http://osd.ucsd.edu>.

The University is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations.

**Title IX Compliance**

The Office for the Prevention of Harassment and Discrimination (OPHD) is the Title IX Office for UC San Diego and investigates reports of sexual harassment, sexual violence, dating and domestic violence and stalking. You may file a report online with the UC San Diego Office for the Prevention of Harassment and Discrimination (OPHD) at <http://ophd.ucsd.edu/reportbiasform.asp> or you may call OPHD at 858-534-8298. For further information about OPHD, please visit <http://ophd.ucsd.edu/>.

**Readings:** Completing the readings by the date assigned will help you get the most out of lectures and presentations. Your **objective** is to draw the connections between the readings, lectures and discussions. The lectures will elaborate on some of the key concepts in the readings, but they will not be a review of the readings.

**Ticket out the Door** – At the end of class, students will summarize the lecture today, or provide one new personal significant learning outcome (in 3-5 sentences), and give their response to the professor for their ticket out of the door.

**Part I: July 5: Settler Colonialism, Whiteness, Blackness and Citizenship**

**Week 1:**

**July 3: How are racial categories created and how do they change over time?**

What do we mean that race is socially constructed? What does science have to do with race?

In class-documentary: *Race: The Power of An Illusion, Episode One: The Difference Between Us*

**Discussion on tools of the trade:**

Time management-the unschedule (handout)

http://firstthingsproductivity.com/unschedule/

How to read a book-discussion

What is a primary source (handout)

In class work: primary source: <http://www.indiancanyon.org/ACTof1850.html>

**July 5:** *Vocabulary*:

settler colonialism

*City of Inmates*, introduction and Chapter 1

DUE: Identify primary source for blog. Bring to class and be prepared to discuss and connect to the readings.

**Week 2:**

**Mass Incarceration and its roots**

**July 10:** *City of Inmates*, Chapters 3 and 5

Molina, Natalia. "Understanding Race as a Relational Concept." *Modern American History* 1, no. 1 (2018), 4 pages.

Molina, Natalia. "Understanding Race as a Relational Concept." *Modern American History* 1, no. 1 (2018), 4 pages.

**In class:** Peralta, Stacy. "Crips and Bloods: Made in America." 2008.

Edelman, Ezra. "O.J.: Made in America." 2015.

DUE: Finalize primary source for blog and come in with 5 copies of a rough draft of your blog. Students will workshop drafts in groups.

**July 12:** *City of Inmates*, Chapters 6 and 7

In class: Documentary: *13th*

DUE: Post final blog of primary source due by 8 pm the night before class. We will review each other’s blogs in class.

Lecture: preparation for next section

**Part II: Immigration Policy as Restriction and Violence as a form of Exclusion**

**Week 3:**

**July 17: Reading:** *The Chinese Must Go*, Intro and Chapter 1

**July 19: Immigration Policy as Restriction and Violence as a form of Exclusion (cont.)**

**Reading:** *The Chinese Must Go,* Chapters 3, 5, 6

DUE: Finalize primary source for blog and come in with 5 copies of a rough draft of your blog. Students will workshop drafts in groups.

**Week 4:**

**July 24: Reading:** *The Chinese Must Go*, Epilogue

DUE: Post final blog of primary source due by 8 pm the night before class. We will review each other’s blogs in class.

Lecture: preparation for next section

**Week 4: Deportations and Undocumented Status as Exclusion**

**July 26:**

**Reading**: *Undocumented Lives: The Untold Story of Mexican* Migration, Introduction, Chapter 2

In class: Discuss group video presentation assignment; break into groups

In class: Documentary: *No Más Bebes* or *Fear and Learning at Hoover Elementary*

Looking ahead: We will break into groups and generate ideas for your blog since we will not have class time next week. Bring in a rough draft (even if it is at the 25% stage) for your blog if you wish to get a head start on the blog.

**Week 5:**

**July 31**: Field trip to Earthlab, 8 am- 12 pm, approximately. Lunch and transportation will be provided

Reading: *Undocumented Lives: The Untold Story of Mexican Migration,* chapters 6-7

DUE: Finalize primary source for blog and write a rough draft of your blog. I will collect these. Those students who wish feedback will stay after the field trip and work on them with each other and the instructors.

**August 2:**

Reading: *Undocumented Lives: The Untold Story of Mexican Migration,* chapter 8

Chapter 5 on hometown associations is optional

Lecture and discussion

Group work prep work for finals. Students will storyboard the presentation in class. You must have this signed off in order to proceed.

DUE: Post final blog of primary source due by 8 pm the night before class. We will review each other’s blogs in class.

**Final:** Saturday, August 4th, 8-11 am (location TBD). Your videos must be posted by 11 am. We will meet as a class from 11-1:30 to review.