

History 449/549
Race and Ethnicity in the U.S. West
University of Oregon
Winter 2015
Professor Julie M. Weise

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email hours:

24-hr response on weekdays,

48-hr response on weekends

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How did the West's Native Americans resist the domination of white settlers? What did Texas' 19th-century Mexicans think about suddenly becoming part of the United States? Why were Chinese once at the bottom of California's racial hierarchy? Why are there so few black people in Oregon? Why are Portland, Seattle, and Los Angeles so segregated? This course looks at the U.S. West since the 1500s, but focuses on the 19th and 20th centuries to help us understand race relations in our region with greater clarity. Students can expect to leave the course with stronger analytical reading and writing skills and an improved ability to evaluate present-day claims about race and ethnicity in the region and the country.

Observers of today's U.S. West must ponder the meanings of anti-immigrant laws and immigrants' rights rallies, Native American sports mascots and racial fraternity pranks, and the persistent economic gaps between white and non-white residents of the region. How one responds politically to these contemporary situations depends in large part on how one interprets the histories of race and ethnicity in the U.S. West.

Learning outcomes

Upon successful completion of this course, students will be able to:

- 1) Articulate their own perspectives on the histories of race and ethnicity in the U.S. West
- 2) Draw upon those histories to evaluate present-day claims about race and ethnicity in the region and the country
- 3) Develop a research strategy for locating primary and secondary sources appropriate to answer a historical question
- 4) Refine their skills in the critical analysis of historical primary sources
- 5) Write with improved precision and analysis

Readings

The following required texts are available at The Duck Store and of course, on Amazon and other online retailers:

Almaguer, Tomás. *Racial Fault Lines: The Historical Origins of White Supremacy in California*. Berkeley: University of California Press, 1994.

Fujino, Diane Carol. *Samurai among Panthers: Richard Aoki on Race, Resistance, and a Paradoxical Life*. Minneapolis: University of Minnesota Press, 2012.

Johnson, Benjamin Heber. *Revolution in Texas: How a Forgotten Rebellion and its Bloody Suppression Turned Mexicans into Americans*. New Haven: Yale University Press, 2003.

Additional articles and excerpts are available on Blackboard, and/or as a packet at The Duck Store for those who prefer to have them in print. The contents on Blackboard and in the printed packet are the same, with the exception of the first and last readings of the term, which are available only on Blackboard.

Work and evaluation for undergraduates

Graduate student assignments and evaluation are detailed on the Graduate Student Addendum.

Reading, and reading response for each class meeting (20% of grade), and class participation (10% of grade)

Students will be expected to complete 25-100 pages of primary and/or secondary reading for each class meeting, and to write a substantive paragraph in response to a guiding question. You will be graded check, check plus, or check minus on these responses (scale of 1-3); grades will account for the ideas in the response, not grammar, spelling, etc. We will discuss historical reading strategies in class so that you may complete these readings efficiently. Responses are due one hour before the start of class. Students may skip three reading responses with no penalty to their grade. Finally, students will be expected to attend class and participate actively in class discussions and small group activities. Class will begin and end on time.

Emergency Context Provider project: Part I – 3-page primary source paper (10% of grade), Part II – 6-7 page historical context paper (10% of grade), and Part III – 7-8 page final revision (15% of grade), in addition to two screencasts (5% of grade) and three peer feedback assignments (5% of grade)

Each student will select an event or phenomenon that took place since 1990, which relates to the topic of race and ethnicity in the U.S. West. They will research this event in primary sources, write an historical analysis of those sources, and then contextualize the event within larger historical themes and debates. Throughout the process, students will present their ideas to their peers and seek feedback using screencasts, the circulation of drafts, and discussion boards. The final result will be a revised 7-8 page paper displaying multiple levels of analysis: primary source interpretation, framing in larger historical questions, and relevance to contemporary concerns. Further details are explained on Blackboard.

Midterm (10% of grade) and Final (15% of grade) exams

Both exams are administered as take-home exercises on Blackboard. Students are allowed to use any book, note, and internet resource they like, and are encouraged to prepare for the exam in groups. However, *they are strictly prohibited from communicating in any way with any human being, classmate or otherwise, while they have the exam open*. For the midterm (two hours), Blackboard will present students with approximately five short essay questions (randomized for each student to prevent cheating) that are drawn from the lecture outlines; you may skip one question with no penalty. The final exam (three hours) will have a similar format, with the addition of a required

longer essay that asks students to analyze material from the course as a whole. Students will be expected to reference all relevant lectures, discussions, and readings in their answers.

Class policies

Distraction-free class environment

Research shows that all of us (including your professor) have ever shorter attention spans thanks to our smart-phones, iPads, and laptops. Research also shows that *students who take notes by hand perform better than those who take notes on their laptops* (see studies posted on Blackboard). Therefore, our classroom will be a device-free oasis from distraction, during which we focus on the material at hand, the professor and our classmates. E-readers whose functionality is limited to reading (like the cheaper Kindles) are permitted for students who have downloaded class reading material on them, but all other electronic devices must be off during class. We will discuss note-taking strategies to ensure that students are able to benefit from this policy even if it is a change of pace for them. *On the other hand, research also shows that electronic devices can enhance the quality of group work*, so on days when group work is scheduled, the professor will inform students in advance so that they may bring their devices that day and plan to use them.

Late work and missed class and exams

The intent of the late work policy is to acknowledge students' complex lives while also creating accountability. Reading responses, screencasts, and peer feedback contribute in an integral way to timely activities for all members of the class, and therefore are not accepted late. On the other hand, written essays may be turned in late for a substantial grade penalty. Paper #2, which will elicit peer feedback, may be turned in up to 12 hours late for a 20% penalty, but will become a zero thereafter. Papers #1 and #3 will receive a penalty of 10% per 24-hour period, to a maximum of 10 days late at which time the grade becomes a zero. Students who have experienced illness or injury, or the death, injury, or serious illness of an immediate family member are encouraged to provide written documentation for these legitimate excuses, at which time the professor will set a firm alternate deadline with no penalties. Make-up exams *must be scheduled as far in advance as foreseeable*, and will be offered only for one of the preceding two reasons or due to unavoidable religious observances, jury duty or government obligation, or official university activities (artistic performances, intercollegiate athletics, etc.). Students who miss an exam without providing, in advance, written documentation of one of the above circumstances will receive a zero on the exam. Students who miss class due to one of the above circumstances are encouraged to provide written documentation of those excuses to the professor. All other reasons for missing class, however legitimate, are considered the responsibility of the student and will affect their class participation grade; there is no need to email the professor to explain such absences.

Cheating, plagiarism, and other academic misconduct

All work submitted in this course must be your own and produced exclusively for this course. Building on work from a previous course may be permissible but will constitute plagiarism if not discussed with the professor in advance. The use of sources (ideas, quotations, and paraphrases) must be properly cited (see Blackboard for course citation policies), and anything not inside quotation marks must be substantively paraphrased. Additional advice for avoiding plagiarism is available at <<http://library.uoregon.edu/guides/plagiarism/students/index.html>>.

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express written permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Schedule

Introduction

1/5: Where and what is the U.S. West?

The Native American West

1/7: Natives and colonizers

Complete survey, begin primary source research

Friday, 1/9 by 5 pm on Blackboard: A short paragraph that describes the recent event/phenomenon on which you will complete your Emergency Context Provider project and explains the types of sources you will be seeking out.

1/12: Native resistance and identity

Short reading and primary sources on Pontiac's Rebellion and native resistance

Borders and boundaries, 1821-1910

1/14: The Mexican War and Manifest Destiny

Almaguer, Introduction & Part I

1/19: No class, Martin Luther King, Jr. Day observed

1/21: Manifest destiny in Oregon

Almaguer, Parts II & III

Friday, 1/23 by 5 pm: Screencast #1 due on Blackboard

1/26: Virtual meeting – primary source discussion

Capitalism under Empire, 1910-39

1/28: Transborder capitalism in the Americas and the Pacific
Johnson, 1-70

Friday, 1/30 by 5 pm: Paper #1 (primary source analysis) due on Blackboard

2/2: The Mexican Revolution in the U.S. West
Johnson, 71-143

2/4: Race and Progressivism
Johnson, 144-212

Friday 2/6 by 5 pm: Midterm due on Blackboard

Soldiers, citizens, suburbanites, and activists

2/9: Integration and exclusion in wartime
Fujino, xi-65

2/11: Wartime mobilities
Orenstein, "Void for Vagueness"

Friday 2/13 by 5 pm: Screencast #2 due on Blackboard

2/16: Virtual meeting (secondary source discussion)

2/18: Suburban dreams, urban nightmares
Sides, "Straight into Compton"

2/23: Claiming citizenship
Fujino, 66-126

2/25: Power and protest
Fujino, 127-213

Friday, 2/27 by 5 pm: Paper #2 (recent history in context) due on Blackboard

3/2: Virtual meeting (peer feedback)

3/4: Unsettling Oregon
Rosenthal, "Repositioning Indianness, 1959–1975"

Sunbelt conservatism and its discontents

3/9: Retrenchment, riot, and immigration politics
Fujino, 214-294

3/11: Twenty-first century struggles
Recent newspaper articles and video on race in Oregon

Friday 3/13 by 5 pm: Paper #3 (final revision) due on Blackboard

Wednesday, 3/18 by 12:15 pm: Final exam due on Blackboard