

**HISTORY 900: SEMINAR ON UNITED STATES HISTORY:
RACE IN THE UNITED STATES**

Fall 2020, Section 001
MO, 4:00-6:40

Professor: Greg Carter, cartergt@uwm.edu
Office hours: By appointment (Also, WE 3:00-4:00)

COURSE DESCRIPTION:

Mixed race is one tool for understanding how reconfigurations of race go hand in hand with the creation and dissolution of racial terms. I follow Michael Omi and Howard Winant in defining race as “a concept which signifies and symbolizes social conflicts and interests by referring to different types of human bodies.” This definition resists pinpointing what those signifiers and symbols are, but it does acknowledge that real people are the objects of signification. Their assertion that race is “a social construction which alters over the course of time due to historical and social pressures” expresses how the meanings of race change, depending on the time and place, and these endless possibilities affirm the vagary about exactly what race is.

Because it is often at the fluctuating intersection of race, gender, and class, mixed race is the starting point for this Seminar on United States History. The required readings address racial mixture in different ways, demonstrating the interplay of analytic lenses that this theme accompanies. However, the readings serve the ultimate aim of the class: to design, research, and write a significant piece of scholarly work of your own choosing. Through reading reflection papers, source analysis papers, revision exercises, and peer workshops, this class will help you prepare a twenty-page manuscript ready for submission to peer review publications.

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REQUIRED READINGS:

Cashin, Sheryll. *Loving: Interracial Intimacy in America and the Threat to White Supremacy*. Boston: Beacon Press, 2017. [ISBN: 978-0807041017]

DaCosta, Kimberly McClain. “Multiracial Identity: From Personal Problem to Public Issue.” In Winters, Loretta I., and Herman L. DeBose. *New Faces in a Changing America: Multiracial Identity in the 21st Century*. Thousand Oaks, Calif.: Sage Publications, 2003: 68-84.

Daniel, G Reginald, Kina, Laura, Dariotis, Wei Ming, and Fojas, Camilla. “Emerging Paradigms in Critical Mixed Race Studies.” *Journal of Critical Mixed Race Studies* 1, no. 1 (2014).

Fields, Barbara J. “Of Rogues and Geldings.” *The American Historical Review* 108, no. 5 (2003): 1397–1405. <https://doi.org/10.1086/529973>.

Gates, Henry Louis. “The Passing of Anatole Broyard.” In Gates, Henry Louis. *Thirteen Ways of Looking at a Black Man*. First edition. New York: Random House, 1997: 180-214.

- Hernández, Tanya Katerí. *Multiracials and Civil Rights: Mixed-Race Stories of Discrimination*. New York: New York University Press, 2018. [ISBN: 978-1479806065]
- Higginbotham, A. Leon, Jr, and Kopytoff, Barbara K. "Racial Purity and Interracial Sex in the Law of Colonial and Antebellum Virginia." *The Georgetown Law Journal* 77, no. 6 (1989): 1967.
- Hobbs, Allyson Vanessa. *A Chosen Exile: A History of Racial Passing in American Life*. Cambridge, Massachusetts: Harvard University Press, 2014. [ISBN: 978-0674659926]
- Hollinger, David A. "Amalgamation and Hypodescent: The Question of Ethnoracial Mixture in the History of the United States." *The American Historical Review* 108, no. 5 (2003): 1363–90. <https://doi.org/10.1086/529971>.
- Masuoka, Natalie. *Multiracial Identity and Racial Politics in the United States*. New York: Oxford University Press, 2017. [ISBN: 978-0190657475]
- Pascoe, Peggy. "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth-Century America." *The Journal of American History* (Bloomington, Ind.) 83, no. 1 (1996): 44–69. <https://doi.org/10.2307/2945474>.
- Pew Research Center. 2015. "Multiracial in America: Proud, Diverse and Growing in Numbers." Washington, D.C.: June 2015.
- Root, Maria P.P. "Five Mixed-Race Identities: From Relic to Revolution." In Winters, Loretta I., and Herman L. DeBose. *New Faces in a Changing America: Multiracial Identity in the 21st Century*. Thousand Oaks, Calif.: Sage Publications, 2003: 3-19.
- Saperstein, Aliya, and Gullickson, Aaron. "A 'Mulatto Escape Hatch' in the United States? Examining Evidence of Racial and Social Mobility During the Jim Crow Era." *Demography* 50, no. 5 (2013): 1921–42. <https://doi.org/10.1007/s13524-013-0210-8>.
- Texeira, Mary Thierry. "The New Multiracialism: An Affirmation of or an End to Race as We Know It?" In Winters, Loretta I., and Herman L. DeBose. *New Faces in a Changing America: Multiracial Identity in the 21st Century*. Thousand Oaks, Calif.: Sage Publications, 2003: 21-37.
- Williams, Kim. M. "From Civil Rights to the Multiracial Movement." In Winters, Loretta I., and Herman L. DeBose. *New Faces in a Changing America: Multiracial Identity in the 21st Century*. Thousand Oaks, Calif.: Sage Publications, 2003: 85-98.

WORKLOAD STATEMENT:

- Required reading: 25 hours total
During the first nine weeks of the semester, you will have approximately 150 pages of reading. I will give guidance on how to approach them, but it is up to you to manage your time and become familiar with the material.
- Eleven class meetings: 30 hours total
We will meet weekly via Collaborate Ultra, except for weeks 10, 12, and 13. (You can find more information about this platform here: <https://kb.uwm.edu/99445>.) Devices may be used for note taking, but conspicuous surfing may result in a penalty to your participation grade. Put away nonessential devices for the whole class period, to prevent distractions.

- Four reading reflection papers: 15 hours total
On four occasions, students will turn in a paper responding to the strengths, weakness, and points of interest in the assigned reading. This will be 2-3 pages in length, double-spaced, with one-inch margins. It should include your reflections on the authors' methods, sources, and arguments. Avoid extensive description, summary, and quotation.
- Four source analysis papers: 15 hours total
On four occasions, students will turn in a paper reflecting upon a primary or secondary source they discovered since the previous meeting. This will be 2-3 pages in length, double-spaced, with one-inch margins. It should recount the finding of the source, evaluate its usefulness, and situate it within the project as a whole. Students should be ready to share this work with the class.
- Draft research paper: 20 hours total
During week 10, you will submit drafts of your research paper to me and your writing partner. It should be at least ten pages in length.
- Final research paper: 40 hours total
The final product of this class, this paper will be twenty pages (without bibliography), double-spaced, following Chicago style for citations and bibliographies.
- Reader's reports: 5 hours total
On weeks 11 and 14, you will submit a two-page reader's report to your partner, copying me. During class those weeks, we will workshop each paper.
- Individual meetings: One hour total
Please arrange to meet with me one-on-one during our regular class time, week 10, 12, or 13.

COURSE REQUIREMENTS:

- Attend class regularly and punctually: If you must miss class for medical, athletic, or religious reasons, please provide me with documentation as soon as possible. If you need an extension on an assignment because of an excusable absence, please contact me as soon as possible. Because of its ability to disrupt class, lateness by more than 15 minutes may result in an unexcused absence.
- Read all assigned texts: Most weeks, you will have between 150-200 pages of reading. I expect every student to have read, taken notes, and come with discussion questions before attending class. I will give guidance on how to approach texts, but it is up to you to manage your time and develop familiarity with the material.
Participate actively in discussions: Devices may be used for note taking, but conspicuous surfing may result in a penalty to your participation grade. Put away nonessential devices for the whole class period, to prevent distractions.
- Complete all assignments on time: Unexcused late assignments will lose 10% for missing the initial deadline, and another 10% for every twenty-four hours after that. Assignments arriving 72 hours late will receive an "F" (60%).

GRADE DISTRIBUTION:

Participation:	20%
Reading reflection papers (4):	15%
Source analysis papers (4):	15%
Final research paper:	40%
Reader's reports (2):	10%

ACADEMIC MISCONDUCT:

CHEATING AND PLAGIARISM ARE UNACCEPTABLE AND WILL RESULT IN COURSE FAILURE. If

requirements are unclear, or if you find an assignment overwhelming, it is best to consult me beforehand, so we can work out something. Here is a guide to organizing your research and writing process so that you minimize the risk of plagiarism:

<https://guides.library.uwm.edu/noplagerism>.

SYLLABUS LINKS:

At this link, you will find links to all the policies the Secretary of the University would like you to have readily available. It includes, among others: students with disabilities, academic misconduct, and the latest COVID-19 statements: <https://uwm.edu/secu/syllabus-links/>

CLASS SCHEDULE

Week 1 (September 14): Orientation

In addition to covering course policies and making introductions, I will assign writing partners.

Read:

1. Higginbotham & Kopytoff, "Racial Purity and Interracial Sex."
2. Pascoe, "Miscegenation Law and Ideologies of Race."
3. Saperstein & Gullickson, "Mulatto Escape Hatch."
4. Gates, "Passing of Anatole Broyard."
5. Daniel & co., "Emerging Paradigms in Critical Mixed Race Studies."

Week 2 (September 21): Racial Passing in American Life, Part 1

Read: Hobbs 1-143.

Submit source analysis paper 1.

Week 3 (September 28): Racial Passing in American Life, Part 2

Read: Hobbs 143-278.

Submit reading reflection paper 1.

Week 4 (October 5): Multiracial Identity and Racial Politics, Part 1

Read:

- Masuoka 1-90.
- Root, "Five Mixed-Race Identities."
- Teixeira, "The New Multiracialism."

Submit source analysis paper 2.

Week 5 (October 12): Multiracial Identity and Racial Politics, Part 2

Read:

- Masuoka 90-186.
- DaCosta, "Multiracial Identity."
- Williams, "From Civil Rights to the Multiracial Movement."

Submit reading reflection paper 2.

Week 6 (October 19): Multiracials and Civil Rights, Part 1

Read:

- Hernandez ix-63.
- Pew, "Multiracial in America," 1-55.

Submit source analysis paper 3.

Week 7 (October 26): Multiracials and Civil Rights, Part 2

Read:

- Hernandez 63-126.
- Pew, "Multiracial in America," 55-109.

Submit reading reflection paper 3.

Week 8 (November 2): Interracial Intimacy and the Threat to White Supremacy, Part 1

Read:

- Cashin ix-97.
- Hollinger, "Amalgamation and Hypodescent."

Submit source analysis paper 4.

Week 9 (November 9): Interracial Intimacy and the Threat to White Supremacy, Part 2

Read:

- Cashin 99-189.
- Fields, "Of Rogues and Geldings."

Submit reading reflection paper 4.

Week 10 (November 16)

NO CLASS.

Submit draft research paper.

Week 11 (November 23)

YES, CLASS (workshops)

Submit reader's report 1.

Week 12 (November 30)

NO CLASS.

Week 13 (December 7)

NO CLASS.

Submit final research paper.

Week 14 (December 14)

YES, CLASS (workshops).

Submit reader's report 2