

# Race and Politics (RPOL) CTY Course Syllabus

## ***About the Course***

With Barack Obama's victory in 2008, media and political commentators hailed the election as the "historic" triumph of civil rights progress. They talked of a "new era" in race relations and American politics. Even as Obama's triumph demonstrated the advancement of racial equality, the debates surrounding his nomination and election, like those in the aftermath of Hurricane Katrina three years earlier and ongoing policy fights surrounding immigration policy also highlight the continued importance of the category of race in American politics. These recent controversies point to only a few of the many ways race and racism have influenced politics, including electoral politics, grassroots politics, cultural politics, and other types, throughout American history.

In this course, students will learn how the concept of race has influenced and been influenced by American politics from colonial times to the present. We will begin by defining race, racism, identity, and politics. Throughout the course, we will continually revisit our definitions and consider how these concepts are malleable and contested in history. Furthermore, we will explore a variety of different constructions of both race and politics, considering biological, cultural, and political definitions of race as well as a range of kinds of politics. This class will utilize a multiplicity of voices and communities to explore the connections between race and politics in American history. Beginning with early contact between Native Americans, Europeans, and Africans, moving to slavery and ideas of race in Revolutionary America, Cherokee removal, the Civil War, Imperialism and Western expansion, Jim Crow America, early 20<sup>th</sup> century immigration, Japanese Internment, civil rights, and finally, to the modern United States and comparisons with other nations.

To explore these topics, students will examine primary and secondary sources using a multi-disciplinary approach. We will examine books, essays, interviews, literature, music, photographs, and films. Students will read these sources critically and use them to make sophisticated connections between race and politics. They will demonstrate their learning and further their analytical skills through a variety of assignments (below), debates, and discussions. The course will include as much flexibility and choice for students as possible. At the same time, students will be expected to participate in a thoughtful and engaged manner throughout the course.

## ***Texts***

- Miné Okubo, *Citizen 13660*
- Philip A Klinkner, *The Unsteady March*
- Stephen Jay Gould, *The Mismeasure of Man*
- Additional Readings as assigned.

## ***Assignments***

Students will regularly be evaluated, receive feedback, and evaluate themselves on each of the assignments listed below. Students will work hard during class, but all assignments will be completed during class time.

### **Participation:**

The success of this course depends on everyone's active, quality participation. All students are expected to come to every class having completed all assigned reading and writing. Students should *also* be prepared to talk and think about those assignments. Our class is small and the schedule intensive. Consequently, students should think of themselves as learners, but also as teachers as each day, we will each spend time listening, talking, presenting, teaching, working, and learning. Further, our topic will sometimes be sensitive or controversial. Everyone is expected to treat each other with respect and be mindful of the community we are creating together. Students are encouraged to share their perspectives and opinions, but also to strive to gain a greater depth of knowledge about controversial subjects, including the ability to consider debates and topics from multiple angles.

### **In Class Writing:**

Throughout the course, students will be given a variety of writing assignments, ranging from free writes to analytical essays, persuasive pieces, and even summaries of readings or webquests. These assignments are designed to assess students' writing, understanding, and analysis of course concepts and material. They will each be thoroughly explained and students will receive evaluation throughout the course.

### **Current Events:**

Twice we will journey to the library to look for newspaper and magazine articles related to current issues dealing with race and politics. Students will have approximately an hour to find an article, read it, and take notes on it. Students will write a short, handwritten response (a page or so) to the article, summarizing its contents and relating it to the larger themes of the course. We will present these current events to the class.

### **Nomination Assignment:**

Students will also be asked to give an oral nomination of a person to a special CTY Race and Politics Awards Category (think the Oscars for our class). In addition, students will produce an accompanying poster/billboard/advertisement for their individual. There will be ample time for students to conduct research on their nominee, prepare an outline of their presentation, and make the poster. We will discuss this assignment further the first week of class.

### **Final Research Paper:**

Students will be asked to submit a final research paper, on a topic of their choosing, but related to their nomination choice. We will have conferences to help each student narrow his/her topic, think about potential source materials, and consider the wider implications of the subject and research. We will discuss this assignment further the first week of class.

## Honor Code and Plagiarism:

Students must sign and abide by the CTY Honor Code. All forms of academic dishonesty and plagiarism will be treated as serious infractions.

## Course Calendar

Day/Topic	Work Done
Day 1 Course Introduction	<p>Morning:</p> <ul style="list-style-type: none"><li>• Course Introduction</li><li>• Review of syllabus</li><li>• Course policies</li><li>• Honor Code/Plagiarism</li><li>• Complete Student Survey</li><li>• Pre-Assessment</li><li>• Race questionnaire followed by group sharing discussion of the student responses.</li><li>• Activities from “Race the Power of an Illusion” using overhead projector, historical timeline of “race” theory</li></ul> <p>Afternoon:</p> <ul style="list-style-type: none"><li>• Discussion: How do we have a respectful discussion? Ground Rules.</li><li>• Activity: Is this a race? (show students series of flash cards with “white, black, Irish, Hispanic, Canadian, Mexican, etc.) Push them to defend their answers and clarify how they decide.</li><li>• Group work on defining key terms.</li><li>• In small group students will read possible discussion questions:</li><li>• If race had no biological meaning then why do we continue to study it? If race is a socially constructed concept why was it invented? Has race always meant the same thing or has it changed throughout history? How can we explain these changes? In small groups and then as a full class reach collaborative definitions of race/racism, ethnicity/ethnocentrism nationality/nationalism. Identity maps.</li></ul> <p>Evening:</p> <ul style="list-style-type: none"><li>• “Does Race Exist?” article, “Race is in the eye of the Beholder.”</li></ul>
Day 2 Slavery/ The Founding Fathers and Race	<p>Morning:</p> <ul style="list-style-type: none"><li>• Discussion: How did the founding fathers think about race? Small group discussion based on homework and primary documents, slave narratives, slave codes, etc. <i>Jefferson’s Pillow</i> excerpts How did Jefferson view Africans? How did he view Native American Indians? How did he view slavery? What do you think he meant when he described the slave population as a “firebell in the night”? How did a nation founded on the principles of liberty and equality for all men justify maintaining slavery? Was banning the slave trade without ending slavery a meaningful step forward?</li></ul>

Day/Topic	Work Done
	<p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Debate: Should Thomas Jefferson be taken of the nickel for owning slaves?</li> </ul> <p>Evening:</p> <ul style="list-style-type: none"> <li>• Klinkner pgs 1-29. Using census website data to determine the impact on the VA and SC representation. 3/5 Compromise (1787.)</li> </ul>
<p>Day 3 Dred Scott and Civil War</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Map activity; charting the Missouri Compromise, the Mexican-American War, the Compromise of 1850 and Bleeding Kansas. Each group must make a map and explain how Westward Expansion complicated the debate over slavery. Based on Maps Group discussion: Was the Civil War inevitable?</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Introduction explanation of Final Project, brainstorming for topics, scheduling of meetings w/ instructor.</li> <li>• Brief lecture on election of Lincoln and start of the Civil War. Secession and Civil War (Documents: South Carolina, Texas and Mississippi secession proclamations, Klinkner 47-51)</li> </ul> <p>Evening:</p> <ul style="list-style-type: none"> <li>• Dred Scott Essay. Students will use be given the Majority Opinion in the case and a short background sheet with facts relevant to the case. They will then write a short essay in the form of a legal dissent or in the style of contemporary newspaper response to the ruling. Questions to consider: What were the consequences of this ruling (for Scott? For the Supreme Court? For the Nation?)</li> </ul>
<p>Day 4 Indian Removal</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Discussion: Pictorial essay from “First Nations” handout w/ projector showing paintings mentioned in the article. Lecture on “noble savage.” How were Indians represented by European artists? What does this tell us about European views of Indians? Does it tell us anything about Indian culture?</li> <li>• Station Activity with Documents: Comparison of Cherokee Constitution and US Constitution; Indian Removal Act text. Using Perdue and Green <i>Cherokee</i></li> <li>• <i>Removal: A Brief History in Documents.</i></li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Introduce final project and meet with students to discuss possible topics/give feedback on first writing assignment.</li> <li>• PBS “Trail of Tears,” film. (1 hr 18 min).</li> </ul>

Day/Topic	Work Done
	<ul style="list-style-type: none"> <li>• Discussion of film; possible questions: How do Cherokees think of themselves? How does this change over time? What are the consequences of the “blood” system used to determine membership?</li> </ul> <p>Evening:</p> <ul style="list-style-type: none"> <li>• Finish film discussion and read Klinkner 30-46.</li> </ul>
<p>Day 5 Secession and Civil War</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Outside, assign students states and demonstrate secession by moving to the center of the circle, border states enter the center briefly and then return to the outside. VA and WV stand next to each other and then split apart. Group Activity on Secession. In small groups students will analyze the Texas, South Carolina and Mississippi Secession Proclamations. What reasons does each give for leaving the Union? Is slavery mentioned? The Constitution? Are there any weaknesses in their arguments that stand out? What is the tone of the document Share out.</li> <li>• Lincoln’s Evolving View of Slavery: <ul style="list-style-type: none"> <li>○ Students will read Klinkner 47-71; and identify Lincoln’s views on slavery and African Americans at four key points. Before the war, at the beginning of the conflict, in the middle of the conflict and at the end of the war. Students will choose a quote for each, analyze that quote and then create a poster. Once all the posters are up, students will silently view their peers work and write comments on each other’s posters.</li> </ul> </li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Library <ul style="list-style-type: none"> <li>○ Introduction with library staff on research techniques, card catalogue, online databases. Research time. By the end of this session students must have chose a topic and begun the process of narrowing it down to an arguable thesis.</li> </ul> </li> <li>• Evening (Sunday): Klinkner 72-92, Overview of Reconstruction.</li> </ul>
<p>DAY 6 Monday Week 2 Reconstruction and Jim Crow</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Discussion of HW questions. Brief lecture on Reconstruction and the birth of Jim Crow. Ben “Pitchfork” Tillman speech and discussion of white rise of white supremacy.</li> <li>• Group Activity: African American Intellectuals. <ul style="list-style-type: none"> <li>○ Create a poster-sized Facebook profile of Booker T. Washington, DuBois and Marcus Garvey and create a poster-sized Facebook profile using biographical information and primary sources. <ul style="list-style-type: none"> <li>▪ 1895 “Atlanta Compromise” Speech</li> </ul> </li> </ul> </li> </ul>

Day/Topic	Work Done
	<ul style="list-style-type: none"> <li>▪ WEB Du Bois, “Double Consciousness” essay</li> <li>▪ “The Problem of 20<sup>th</sup> Century is the Color Line”</li> <li>▪ Marcus Garvey, “The Greatest Enemy of the Black People.”</li> </ul> <ul style="list-style-type: none"> <li>○ Groups will present the main idea and relevance of each article to the rest of the class.</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Facebook Debate</li> <li>• Read and respond to Boxtill essay “Self-respect and Protest”.</li> </ul> <p>Evening:</p> <ul style="list-style-type: none"> <li>• Read Gould, 151-171.</li> <li>• Discuss “Tyranny of Facts” and Objectivity vs. Bias.</li> </ul>
<p>Day 7 Race and Testing/ Cultural Bias/ Scientific Racism</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Can Intelligence be measured? Are intelligence tests racist or culturally biased?</li> <li>• Yerkes Army Mental Tests Activity. Students take the tests individually and visual portions together then write a brief reflection on the test experience. Students rotate through a total of 4 stations. Once finished they write a reflection on the Test and provide specific evidence to support their conclusions. Full class discussion follows.</li> <li>• Reading from Gould on political consequences of the Army Mental Test; excerpt chapter from <i>Impossible Subjects</i> on 1924 Immigration Act.</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Immigration/Census Activity <ul style="list-style-type: none"> <li>○ How did the Immigration Act of 1924 affect different groups? What groups did it favor? What groups did it target for exclusion? Why did it exempt all countries from the Western Hemisphere from the quotas? Students will use data from the reading to construct a map of the Immigration Act quotas.</li> </ul> </li> <li>• Students will also analyze census forms from 1890 to 1970 and note questions and observations about changes. Students will use interactive maps for the 2010 Census on <i>nytimes.com</i> to draw connections between modern demographics and history.</li> </ul> <p>Evening:</p> <ul style="list-style-type: none"> <li>• Reading and independent research time.</li> </ul>

Day/Topic	Work Done
<p>Day 8 Race and WWII</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Wrap up Immigration activity.</li> <li>• Students analyze political cartoons of Thomas Nash</li> <li>• Discuss anti-Catholic reactions to immigration.</li> <li>• Read “The Japanese Evil in California” and answer questions.</li> <li>• Full class discussion: How were Japanese immigrants treated in the four decades before internment? Start to read <i>Citizen 13660</i>. Internment</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Executive Order</li> <li>• Editorials</li> <li>• Anti-Japanese cartoons</li> </ul> <p>Evening:</p> <ul style="list-style-type: none"> <li>• Steven Lecture on Japanese internment and culture</li> </ul>
<p>Day 9 WWII continued Mexican American Civil Rights Movement; <i>Hernandez v Texas.</i></p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Group activity: students will explore how war has provided groups with opportunities to press for full citizenship. Using <i>Unsteady March</i> and supplementary articles students will be assigned to make a poster on WWI, WWII or the Cold War.</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Discussion of the Longoria Affair</li> <li>• Watch the PBS film “A Class Apart.” 45 min.</li> </ul> <p>Evening:</p> <ul style="list-style-type: none"> <li>• Finish <i>Citizen 13660</i></li> <li>• Independent research time.</li> </ul>
<p>Day 10 Civil Rights Movement</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Discussion: What is a social movement? What resources does a successful social movement need? What are the differences (strengths and weaknesses) between a grassroots and bureaucratic organization? In small groups students discuss these questions and reach consensus responses/ followed by full class discussion.</li> <li>• Discussion 2: What were the tactics and strategies of non-violent protests?</li> <li>• Who joined the Civil Rights movement and who were its leaders?</li> <li>• Reading from <i>Origins of the Civil Rights Movement</i> on NAACP, SCLC, CORE.</li> <li>• Students complete chart comparing contrasting each organization based on: leadership, membership, strategy, tactics, headquarters/base of support, and funding sources.</li> </ul>

Day/Topic	Work Done
	<p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Radio program on <i>Mendez v Westminster</i> case</li> <li>• Article on the legacy of <i>Brown v Board</i>; discussion topic: Did <i>Brown</i> succeed?</li> </ul> <p>Sunday Evening:</p> <ul style="list-style-type: none"> <li>• Reading preparation Klinkner Ch. 7 202-241</li> <li>• Jeopardy! Round 1</li> </ul>
<p>DAY 11 Monday Direct Protest and Civil Rights.</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Civil Rights Primary Documents Station activity. <ul style="list-style-type: none"> <li>○ Freedom riders bios and mugshots</li> <li>○ Freedom riders protocol/safety rules</li> <li>○ Sample literacy tests</li> <li>○ Issues of “Citizens’ Council” newspapers from 1955 and 1958</li> <li>○ Montgomery Bus Boycott documents</li> <li>○ Rosa Parks articles and police report</li> </ul> </li> <li>• Discussion: What were the goals of the Civil Rights Movement? What risks did early activists face? What was the reaction of white Southerners opposed to integration?</li> <li>• Prep for library session: note taking instructions.</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Library Session: Final research and begin writing essay.</li> </ul> <p>Evening:</p> <ul style="list-style-type: none"> <li>• Discussion: What happens when non-violent direct action protest meets violent reactions?</li> <li>• Freedom Riders PBS DVD</li> </ul>
<p>Day 12</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• The Black Freedom Movement. <ul style="list-style-type: none"> <li>○ Black Panther documentary clips</li> <li>○ Malcolm X guest speech</li> <li>○ Discussion: <ul style="list-style-type: none"> <li>▪ Why do you think that alternatives to non-violent protest became more attractive in the second half of the 1960s?</li> <li>▪ Malcolm X v. Martin Luther King</li> <li>▪ Individual reflections.</li> </ul> </li> </ul> </li> <li>• Race and sports: <ul style="list-style-type: none"> <li>○ Video clips of Mohammed Ali</li> <li>○ 1968 Olympics.</li> </ul> </li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Final Library Session: Finish and print research essays.</li> </ul>

Day/Topic	Work Done
	Evening: <ul style="list-style-type: none"> <li>• Read <i>Unsteady March</i> Chapter 8</li> <li>• Jeopardy! Round Two</li> </ul>
Day 13 Race and Empire	Morning: <ul style="list-style-type: none"> <li>• Lecture on Imperialism</li> </ul> Afternoon: <ul style="list-style-type: none"> <li>• Lecture on Imperialism, continued</li> </ul> Evening: <ul style="list-style-type: none"> <li>• Lecture on Culture Imperialism               <ul style="list-style-type: none"> <li>○ What is Cultural Imperialism?</li> <li>○ Can imperialism exist without military occupation?</li> </ul> </li> <li>• Group Activity on “Charity” using sociological theories (conflict theory and structural functionalism)</li> </ul>
Day 14 RPOL and SOY Awards	Morning: <ul style="list-style-type: none"> <li>• Students fill out site evaluations</li> <li>• Students take Post-Assessment</li> <li>• Work on final awards presentations, posters, and acceptance speeches.</li> </ul> Afternoon: <ul style="list-style-type: none"> <li>• Race and Politics and “Shame on You” Awards Show</li> </ul> Evening: <ul style="list-style-type: none"> <li>• No Class.</li> </ul>
Day 15 Last Day	Morning: <ul style="list-style-type: none"> <li>• Movie clips.</li> <li>• Book recommendations.</li> </ul> Afternoon: <ul style="list-style-type: none"> <li>• Parent-Teacher conferences.</li> </ul> Evening: <ul style="list-style-type: none"> <li>• No Class</li> </ul>