

HST 598: Privilege, Power and Protest in 20th Century North America
Schedule Line # 87694
Fall 2005
11:40am – 2:30pm, TH, Lattie F. Coor Building #4581

Syllabus

Dr. Matthew C. Whitaker

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Office Hours:

T, 8:00am-9:00am / 10:30am-11:30am

TH, 8:00am-9:00am (or by Appointment)

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Course Objective:

In the past decade or so, a new generation of intellectuals, activists, law makers and everyday people, dramatically transformed the ways in which the history and exigencies of economics, law, culture, race, gender and “power” in 20th century America are understood and discussed. This seminar will examine this change over time, and its relevance for historians of the 21st century. It will also probe into the ways that public policy, education, housing, asset accumulation, political power, social status, work and professional opportunities, and the power to shape and narrate one’s own history, have been greatly influenced by the history and life of white supremacy, ethnocentrism, economic inequity, and various resistance movements which endeavored to bring parity and justice to America and its people. By questioning the old assumptions of both “liberals” and “conservatives” with respect to race, class, gender and social mobility, this seminar will also investigate the factors that have restricted the political and cultural agency of people of color and women. The ongoing pursuit of freedom and equality underlies, if not justifies, the need to assess the limitations and consequences of American “progress,” and the possibilities for positive change that various American liberation movements have manifested. This seminar will ultimately challenge the capacity of students to develop sound, imaginative, and well-grounded analyses of domination and resistance in modern American history, and the manner in which individuals and movements during this period engaged these competing, yet interdependent forces.

Course Requirements:

Regular attendance and punctuality are expected and will be strictly monitored. Students will be penalized one letter grade for every unexcused absence they log. Students must also come to each class prepared to discuss the reading assignments. Attendance will be taken. I reserve the right to call on students to answer questions and offer their opinions and insights at any time.

Students must also complete a 3-4 critique/analysis of each of the seminar’s assigned texts. These critiques must be typewritten (12 Times New Roman Font), double spaced, and framed by one-inch margins. Each critique’s cover page must list the student’s name and identification number, as well as the course prefix, title, time, days, room number, and my name listed in the top left-hand corner. Students must list the full citation of the required reading at the top of the first page of each critique. The print must be letter quality or better. Pages must be numbered. References to course readings may be cited simply as page numbers in parentheses in the text. Should you cite a work that is not an assigned reading, you must footnote it, using *Chicago Manual of Style* format. All papers must be free of grammatical, spelling, and typographical errors. Papers that do not meet these minimal requirements will be given a failing grade. These critiques will be collected at the end of each class in which the book in question is discussed (2:30pm). Late critiques will be penalized one letter grade per day if submitted after the due date. This requirement will be strictly monitored.

At least one student will be chosen each week to report on and submit one additional critique of a book from the seminar's supplemental reading list. Students will be required to provide each member of the class an electronic copy of this alternative critique no later than the evening before his or her presentation. Students must provide me with a hardcopy of this supplemental essay at the time of their presentation.

Students are also required to prepare one 25-30 page, typewritten (12 Times New Roman Font), double spaced, research paper on one of the major themes, events, issues, personalities, or organizations discussed during the course. Each paper must be framed by one-inch margins, and its cover page must list the student's name and identification number, as well as the course prefix, title, time, days, room number, and my name listed in the top left-hand corner. The print must be letter quality or better. Pages must be numbered. Papers must conform to the *Chicago Manual of Style* format. All papers must be free of grammatical, spelling, and typographical errors. Papers that do not meet these minimal requirements will be given a failing grade.

"Incompletes" are not options and will not be given unless you are unable to submit your research paper on time due to incapacitation, a death in the family, or a similar (professionally documented, i.e. signed physician's note, etc.) emergency. Research papers are roughly confined to the years between 1900 and 2005. Papers are a combination of primary and secondary sources, and require proper endnotes. Papers must be an original piece of work written by the student for this class. Late papers will be penalized one letter grade per day if submitted after the due date. Students who plagiarize will earn an "E" for the course.

Students in this course are held responsible promptly to report to the instructor any emergency, illness, or difficulty that would impede the completion of assignments or prevent a responsible student from completing her work to the best of her ability. The student should make a good faith effort to report the problem as soon as it is known to them so that I can explore the fullest range of options available to assist the student in corrective action. If the student postpones discussing the matter until the very end of the term -- for example, in seeking a withdrawal -- she will be asked to document the problem and demonstrate that extenuating circumstances prevented her timely discussion of the problem with the instructor.

Inasmuch as ASU is an institution of higher learning, students will be required to be respectful of their professor and fellow classmates. Disruptive behavior will not be tolerated. Cellular phones and pagers must be turned off prior to entering the classroom. Students who engage in disruptive behavior, such as excessive absences, tardiness, flagrant combativeness, egregious vulgarity, talking out-of-turn, and answering cellular phones and pagers, are subject to failure and dismissal from the course at my discretion. For Arizona State University's Student Code of Conduct, and its policy on academic integrity, contact Student Judicial Affairs in the Office of Student Life at (480) 965-6547, or www.asu.edu/studentlife/judicial.

Ten and six articles comprise the required readings for the course. Participation grades are based upon attendance, contributions to class discussion, and the extent to which students commit themselves to this course professionally and intellectually. Films may be shown to emphasize particular dimensions of the subject matter, and the lives and experiences of key individuals. Throughout the course, students will be challenged to think critically and analytically about the intersection of race, gender, class, exploitation, domination, and resistance in 20th Century North American history, and our systematic examination of these topics, may take us out of the classroom and into the community.

Grading:

Research Paper	33.3%
Critiques	33.3%
Class Participation/Attendance	33.3%

Scale:

95-100 = A+
90-94 = A
85-89 = B+
80-84 = B
75-79 = C+
70-74 = C
60-69 = D
59-50 = E

COURSE READINGS:

All course readings below are required. Books are available for purchase at the ASU Bookstore, and are also on reserve in Hayden Library. Articles that may be downloaded from JSTOR are clearly marked. I will provide students copies of the articles that cannot be accessed online.

BOOKS:

Anderson, Terry H. *The Pursuit of Fairness: A History of Affirmative Action* New York: Oxford University Press, 2004.

Banks, Dennis. *Ojibwa Warrior: Dennis Banks and the Rise of the American Indian Movement* Norman: University of Oklahoma Press, 2004.

Gerstle, Gary. *American Crucible: Race and Nation in the Twentieth Century* Princeton: Princeton University Press, 2002.

McGirr, Lisa. *Suburban Warriors: The Origins of the New American Right* Princeton: Princeton University Press, 2002.

Oliver, Melvin, and Thomas M. Shapiro. *Black Wealth, White Wealth: A New Perspective on Racial Inequality* New York: Routledge, 1997.

Pagan, Eduardo Obregon. *Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riot in Wartime L.A.* Chapel Hill: University of North Carolina Press, 2003.

Sugrue, Thomas J. *The Origins of the Urban Crisis* Princeton: Princeton University Press, 1998.

Tyson, Timothy B. *Radio Free Dixie: Robert F. Williams & the Roots of Black Power* Chapel Hill: University of North Carolina Press, 1999.

Ward, Geoffrey C. *Unforgivable Blackness: The Rise and Fall of Jack Johnson* New York: Alfred A. Knopf, 2004.

Wilson, Waziyatawin Angela. *Remember This!: Dakota Decolonization And The Eli Taylor Narratives* Lincoln: University of Nebraska Press, 2005.

ARTICLES/BOOK CHAPTERS:

Baron, Harold, "The Web of Urban Racism," in L. Knowles, ed., *Institutional Racism in America* (Upper Saddle River, NJ: Prentice Hall, 1970): 134-176.

Blee, Kathleen, "Becoming A Racist: Women in Contemporary Ku Klux Klan and Neo-Nazi Groups," *Gender and Society* Vol. 10. No. 6 (December 1996): 680-702. (JSTOR)

Casteneda, Antonia I. "Women of Color and the Rewriting of Western History: The Discourse, Politics, and Decolonization of History." *Pacific Historical Review* 61 (1992): 501-33.

duCille, Ann, "The Shirley Temple of My Familiar," *Transition* No. 73 (1997): 10-32. (JSTOR)

Fishken, Shelly Fisher, "Interrogating 'Whiteness,' Complicating 'Blackness': Remapping American Culture" *American Quarterly* Vol. 47 No. 3 (September 1993): 428-466. (JSTOR)

Higginbotham, Evelyn Brooks, "African-American Women's History and the Metalanguage of Race," in Darlene Clark Hine, Wilma King, and Linda Reed, eds., *"We Specialize in the Wholly Impossible": A Reader in Black Women's History* (Bloomington: Indiana University Press, 1995), 3-24.

Films:

1. *Race: The Power of An Illusion (Episode 3: The House We Live In)*
2. *Bamboozled*

Lectures and Assignments:

Week 1 8/25 **Introduction**

Week 2 9/1 **Understanding Power, Race and Protest in 20th Century North America.**

Reading: Gerstle, Gary. *American Crucible: Race and Nation in the Twentieth Century* Princeton: Princeton University Press, 2002.

Film: *Race: The Power of An Illusion (Episode 3: The House We Live In)*

Add. Reading: (Monica Butler) hooks, bell. *Where We Stand: Class Matters.* New York: Taylor and Francis, 2000.

Week 3 9/8 **Toward a Biographical History of Privilege, Power and Protest During the Gilded Age and Progressive Era.**

Reading: Ward, Geoffrey C. *Unforgivable Blackness: The Rise and Fall of Jack Johnson* New York: Alfred A. Knopf, 2004.

duCille, Ann, "The Shirley Temple of My Familiar," *Transition* No. 73 (1997): 10-32.

Add. Readings: (Diana Meneses) Blackwelder, Julia Kirk. *Women of the Depression: Caste and Culture in San Antonio, 1929-1939.* College Station: Texas A&M University Press, 1984.

(Stephanie Molholt) Wu, Frank H. *Yellow: Race in America Beyond Black and White* New York: Basic Books, 2003

Week 4 9/15 **World War II, Riot and Remembrance.**

Reading: Pagan, Eduardo Obregon. *Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riot in Wartime L.A.* Chapel Hill: University of North Carolina Press, 2003.

Guest Facilitator: Dr. Eduardo Obregon Pagan
Chair, Department of Language, Cultures and History
Associate Professor of American Studies
Arizona State University-West Campus
<http://www.west.asu.edu/lch/faculty/pagan.htm>

Add. Reading: (Elise Boxer) Feagin, Joe R., and Eileen O'Brien. *White Men on Race: Power, Privilege, and the Shaping of Cultural Consciousness* Boston: Beacon, 2004.

(Debbie Sederstrom) Borstelmann, Thomas. *The Cold War and the Color Line: American Race Relations in the Global Arena* Cambridge: Harvard University Press, 2001.

Week 5 9/22 **The Post War Period and Urban America.**

Readings: Sugrue, Thomas J. *The Origins of the Urban Crisis* Princeton: Princeton University Press, 1998.

Baron, Harold, "The Web of Urban Racism," in L. Knowles, ed., *Institutional Racism in America* (Upper Saddle River, NJ: Prentice Hall, 1970): 134-176.

Add. Readings: (Annie Gufstafson) Hacker, Andrew. *Money: Who has How Much and Why*. New York: Simon and Schuster, 1998

(Mark Simpson) Shapiro, Thomas M. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality* New York: Oxford University Press, 2004

Week 6 9/29 **Civil Rights, Black Power, and Protest.**

Readings: Tyson, Timothy B. *Radio Free Dixie: Robert F. Williams & the Roots of Black Power* Chapel Hill: University of North Carolina Press, 1999.

Add. Reading: (Jeffrey Escobar) Escobar, Edward. *Race, Police, and the Making of a Political Identity: Mexican Americans and the Los Angeles Police Department, 1900-1945* Berkeley: The University of California Press, 1999.

(Victoria Jackson) Balkin, Jack M., ed. *What Brown v. Board of Education Should Have Said: The Nation's Top Legal Experts Rewrite America's Landmark Civil Rights Decision*. New York: New York University Press, 2002.

3 Page Summaries of Research Projects
Due October 6, 2005
(Each student will prepare and distribute copies of their
summaries to each member of the seminar)

Week 7 10/6 **The American Indian Movement, Protest and Sovereignty.**

Readings: Anderson, Banks, Dennis. *Ojibwa Warrior: Dennis Banks and the Rise of the American Indian Movement* Norman: University of Oklahoma Press, 2004.

Add. Reading: (John Begay) Wolfe, Edward N. *Top Heavy: Increasing Inequality of Wealth in America and What Can Be Done about It, Revised Edition.* New York: The New Press, 2002.

Week 8 10/13 **No Class Scheduled: Yom Kippur, WHA , Research Paper Topic Preparation.**

Week 9 10/20 **Resistance, Reclamation and Reparation, 1930-2000.**

Readings: Terry H. *The Pursuit of Fairness: A History of Affirmative Action* New York: Oxford University Press, 2004.

Add. Reading: (Rose Soza War Soldier) Kelley, Robin D. G. *Race Rebels: Culture, Politics, and the Black Working Class.* New York: The Free Press, 1994.

(Ian Johnson) Brophy, Alfred L. *Reconstructing the Dreamland: The Tulsa Race Riot of 1921* New York: Oxford University Press, 2002.

Week 10 10/27 **Whiteness, Resistance, and Reclamation, 1950-2000.**

Readings: McGirr, Lisa. *Suburban Warriors: The Origins of the New American Right* Princeton: Princeton University Press, 2002.

Blee, Kathleen, "Becoming A Racist: Women in Contemporary Ku Klux Klan and Neo-Nazi Groups," *Gender and Society* Vol. 10. No. 6 (December 1996): 680-702.

Fishken, Shelly Fisher, "Interrogating 'Whiteness,' Complicating 'Blackness': Remapping American Culture" *American Quarterly* Vol. 47 No. 3 (September 1993): 428-466.

Add. Reading: (Carol Palmer) Robinson, Greg. *By Order of the President: FDR and the Internment of Japanese Americans* Cambridge: Harvard University Press, 2003.

Add. Reading: (Kara Caroll) Oropeza, Lorena. *!RaꞤa Si! !Guerra No! : Chicano Protest and Patriotism during the Viet Nam War Era* Berkeley: University of California Press, 2005.

Week 11 11/3 **No Class Scheduled: Research Paper Preparation, SHA**

Week 12 11/10 **Race, Access, Wealth, Privilege and Power.**

Readings: Oliver, Melvin, and Thomas M. Shapiro. *Black Wealth, White Wealth: A New Perspective on Racial Inequality* New York: Routledge, 1997.

Add. Reading: (Jason Bell) Lawson, Steven F., and Charles Payne. *Debating Civil Rights Movement, 1945-1968*. New York: Rowman and Littlefield, 1998.

(Adam Bayes) Tuttle, William M. *Race Riot: Chicago in the Red Summer of 1919* Urbana: University of Illinois Press, 1997.

Week 13 11/17 **Film:** ***Bamboozled***

Guest Facilitator: Dr. Neil Lester
Professor and Chair, English Department
Arizona State University
<http://www.asu.edu/clas/english/who/lester.htm>

Week 14 11/24 **No Class Scheduled: Thanksgiving Holiday Observed (ASU)**

Week 15 12/1 **Decolonization and Consciousness.**

Readings: Wilson, Waziyatawin Angela. *Remember This!: Dakota Decolonization And The Eli Taylor Narratives* Lincoln: University of Nebraska Press, 2005.

Higginbotham, Evelyn Brooks, "African-American Women's History and the Metalanguage of Race," in Darlene Clark Hine, Wilma King, and Linda Reed, eds., *"We Specialize in the Wholly Impossible": A Reader in Black Women's History* (Bloomington: Indiana University Press, 1995), 3-24.

Casteneda, Antonia I. "Women of Color and the Rewriting of Western History: The Discourse, Politics, and Decolonization of History." *Pacific Historical Review* 61 (1992): 501-33.

Guest Facilitator: Dr. Waziyatawin Angela Wilson
Assistant Professor of Indigenous History
Arizona State University

<p style="text-align: center;">Research Papers Due December 1, 2005</p>
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SUPPLEMENTAL READING LIST:

- Balkin, Jack M., ed. *What Brown v. Board of Education Should Have Said: The Nation's Top Legal Experts Rewrite America's Landmark Civil Rights Decision*. New York: New York University Press, 2002.
- Bell, Derrick. *Silent Covenants: Brown V. Board of Education and the Unfulfilled Hopes for Racial Reform*. New York: Oxford University Press, 2004.
- Blackwelder, Julia Kirk. *Women of the Depression: Caste and Culture in San Antonio, 1929-1939*. College Station: Texas A&M University Press, 1984.
- Blee, Kathleen M. *Women of the Klan: Racism and Gender in the 1920s*. Berkeley: University of California Press, 1991.
- Borstelmann, Thomas. *The Cold War and the Color Line: American Race Relations in the Global Arena*. Cambridge: Harvard University Press, 2001.
- Brophy, Alfred L. *Reconstructing the Dreamland: The Tulsa Race Riot of 1921*. New York: Oxford University Press, 2002.
- Carson, Clayborne. *In Struggle: SNCC and the Black Awakening of the 1960s*. Cambridge: Harvard University Press, 1995.
- Crawford, Vicki L., Rouse, Jacqueline Anne, Woods, Barbara, and Dryden, Marymal. *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965*. Bloomington: Indiana University Press, 1993.
- Crow, Dog Mary. *Lakota Woman*. New York: Perennial, 1991.
- Edley, Christopher. *Not All Black and White: Affirmative Action and American Values*. New York: Farrar, Straus and Giroux, 1998.
- Escobar, Edward. *Race, Police, and the Making of a Political Identity: Mexican Americans and the Los Angeles Police Department, 1900-1945*. Berkeley: The University of California Press, 1999.
- Feagin, Joe R., and Eileen O'Brien. *White Men on Race: Power, Privilege, and the Shaping of Cultural Consciousness*. Boston: Beacon, 2004.
- Fredrickson, George M. *White Supremacy: A Comparative Study in American and South African History*. New York: Oxford University Press, 1982.
- Hacker, Andrew. *Money: Who has How Much and Why*. New York: Simon and Schuster, 1998.
- Hine, Darlene Clark. *Black Women in White: Racial Conflict & Cooperation in the Nursing Profession, 1890-1950*. Bloomington: Indiana University Press, 1989.
- Tuttle, William M. *Race Riot: Chicago in the Red Summer of 1919* (Urbana: University of Illinois Press, 1997)
- hooks, bell. *Where We Stand: Class Matters*. New York: Taylor and Francis, 2000.

- Kelley, Robin D. G. *Race Rebels: Culture, Politics, and the Black Working Class*. New York: The Free Press, 1994.
- Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*. New York: HarperCollins, 1992.
- Lawson, Steven F., and Charles Payne. *Debating Civil Rights Movement, 1945-1968*. New York: Rowman and Littlefield, 1998.
- Marable, Manning. *How Capitalism Underdeveloped Black America: Problems in Race, Political Economy, and Society*. Cambridge, MA: South End Press, 2000.
- Massey, Douglas S., and Denton, Nancy A. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press, 1993.
- Oropeza, Lorena. *!Raza Si! !Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era*. Berkeley: University of California Press, 2005.
- Robinson, Greg. *By Order of the President: FDR and the Internment of Japanese Americans*. Cambridge: Harvard University Press, 2003.
- Rosales, F. Arturo. *Pobre Raza: Violence, Justice, and Mobilization Among Mexican Lingo Immigrants, 1900-1936*. Austin: University of Texas Press, 1999.
- Ruiz, Vicki L. *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950*. Albuquerque: University of New Mexico Press, 1987.
- Scott, Daryl Michael. *Contempt and Pity: Social Policy and the Image of the Damaged Black Psyche, 1880-1996*. Chapel Hill: University of North Carolina Press, 1997.
- Shapiro, Thomas M. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*. New York: Oxford University Press, 2004.
- Trask, Hauani-Kay. *From a Native Daughter: Colonialism and Sovereignty in Hawaii*. Hawaii: University of Hawaii Press, 1999.
- Tuttle, William M. *Race Riot: Chicago in the Red Summer of 1919*. Urbana: University of Illinois Press, 1997.
- Williams, Patricia J. *The Alchemy of Race and Rights*. Cambridge: Harvard University Press, 1992.
- Wilson, William Julius. *When Work Disappears: The World of the New Urban Poor*. New York: Vintage, 1997.
- _____. *The Declining Significance of Race: Blacks and Changing American Institutions*. Chicago: University of Chicago Press, 1978.
- Wolfe, Edward N. *Top Heavy: Increasing Inequality of Wealth in America and What Can Be Done about It, Revised Edition*. New York: The New Press, 2002.
- Wu, Frank H. *Yellow: Race in America Beyond Black and White*. New York: Basic Books, 2003.

Yancy, George. *Who is White?: Latinos, Asians, and the New Black/Nonblack Divide* Boulder, CO: Lynne Rienner Publishers, 2003.

Zia, Helen. *Asian American Dreams : The Emergence of an American People* New York: Farrar, Straus and Giroux, 2001.