

Scripps College – Spring 2011

American Studies 130
Multiracial People and Relations in U.S. History
Mon 2:45-5:30
Humanities 202

Instructor: Professor Matt Delmont**E-mail: mdelmont@scrippscollege.edu****Office Hours: Wednesday 10-12 (or by appointment)****Office: Balch 211****Course Description:**

The United States has been defined and continually redefined by the intersections of sex, violence, and love across racial boundaries. Motivated by conquest, economic, desire, and romance, such crossings have profoundly affected American society by disturbing dominant ideas about race and sexuality. Today, such crossing are seen by some as the promise of a future without racial divisions, while others argue that they contribute to the hardening of racial ideology in the Unites States.

This class will explore the conditions and consequences for crossing racial boundaries in the U.S. We will take a multidisciplinary approach, exploring historical, literary, and ethnographic writings along with film treatments of the subject. We will examine: Relations among Native Americans, whites, and blacks in the colonial era and nineteenth century; the legal formation of race through anti-miscegenation cases; the use of anti-miscegenation cases as a legal precedent for same sex marriage cases; the regulation and representation of multiracial themes in film; Latinos and the U.S. census; contemporary debates surrounding the Mixed-race/Multiracial movement; trans-racial and transnational adoption; and the racial identity of the 44th President of the United States, Barack Obama.

Course Aims:

- 1) Introduce students to the history of multiracial relations and people in the U.S. and the importance and meaning of these racial crossings, both in terms of their impact of American society at large, and the individuals involved.
 - Students will be able to identify the key themes and developments in the history of multiracial relations and people, including law, film, and census categorizations
 - Students will be able to differentiate among the experiences of different racial/ethnic groups across geographic locations and historical periods.
 - Students will be able to differentiate among structural and interpersonal factors that shape racial categories
- ✓ This course aim will be accomplished through reading assignments, in class writing assignments, and class discussions.

- 2) Give students a better understanding of the importance of method and interpretation for historians, sociologists, and other scholars
 - Students will be able to read, write, and speak critically about scholarly evidence and methods
 - Students will be able to compare and contrast methodological approaches to this subject
- ✓ This course aim will be accomplished through independent book reviews and class discussions.

- 3) Teach students to think, read, write, and speak critically about multiracial subjects in historical and contemporary contexts
 - Students will be able to communicate their evaluations of primary and secondary sources in class discussions, oral presentations, and written work
- ✓ This course aim will be accomplished through oral presentations of book reviews and class discussions

- 4) Guide students in individual research and encourage students to share their research with a wider audience
 - Students will be able to conduct individual research on a subject related to the class and share this research with at least ten other people
- ✓ This course aim will be accomplished through student research pages on course blog

Books and Other Media:

📖 The following books are required for this course. All of these books are available in the bookstore and are on 2-day reserve at the library.

- Annette Gordon-Reed, *Thomas Jefferson and Sally Hemings: An American Controversy* (University of Virginia Press, 1998)
ISBN-10: 0813918332 (paperback)
- Martha Hodes, *White Women, Black Men: Illicit Sex in the Nineteenth-Century South* (Yale University Press, 1999)
ISBN-10: 0300077505 (paperback)
- Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom* (University of California Press, 2006)
ISBN-10: 0520250028 (paperback)
- Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (Oxford University Press, 2010)
ISBN-10: 0199772355 (paperback)
- May-lee Chai, *Hapa Girl: A Memoir* (Temple University Press, 2008)
ISBN-10: 1592136168 (paperback)
- Clara Rodriguez, *Changing Race: Latinos, the Census and the History of Ethnicity* (NYU Press, 2000)
ISBN-10: 0814775470 (paperback)
- Kimberly DaCosta, *Making Multiracials: State, Family, and Market in the Redrawing of the Color Line* (Stanford University Press, 2007)
ISBN-10: 0804755469 (paperback)
- Barack Obama, *Dreams of My Father: A Story of Race and Inheritance* (Three Rivers Press, 2004)
ISBN-10: 1400082773 (paperback)

🎬 In addition to the reading assignments, we will watch selections from films in class.

Writing and Discussion Assignments/Grading:**In-Class Writing Responses to Assigned Reading (40%)**

The weekly readings are an extremely important part of this course and are weighted accordingly. You are expected to complete the reading assignments outlined below and to attend every class prepared to be a thoughtful contributor and active listener in class discussions. Each day for which there is a reading assignment, we will start class with a short writing assignment. You will be asked to write for ten minutes on a question related to that day's reading. The questions will ask you to explore one of the main themes, terms, and/or examples in that day's reading. These will not be trick questions and should be accessible if you have done the reading. Your responses will be graded as 1, 0.5, or 0 and will be handed back at the start of the next class. If you are sick or miss a class, you will need to e-mail me a 350-word summary of that day's reading before the next class. If you received a 0.5 or 0 for a particular day and would like to improve your score, you may also write a 350-word summary of the reading. These 350-word summaries will be graded using the same scale as the in-class responses. There are 12 days with reading assignments, so the maximum number of points available will be 12 (note: we will start the in-class writing in Week 3). The final grading scale for the reading questions will look like this: 12=A, 11=A-, 10=B+, 9=B, 8=B-, 7=C+, etc.

Independent Reading Review and Oral Presentation (20%)

For each week you will find a number of books related to the assigned book. You will be asked to select one of these books for independent reading. All books should be available at the library or through Link+. After you have read the book you will be asked to write a review and prepare a brief oral presentation on the book. Your review should do five things: 1) Identify the thesis of the book; 2) Identify the evidence the author uses to support her/his thesis; 3) Discuss aspects of the thesis that are particularly interesting and/or significant; 4) Make a specific connection between this book and the book that was assigned for that week; and 5) Identify at least one topic the book addresses about which you would like to learn more. Examples of good book reviews will be provided on Sakai. Your book review should be 4-5 pages (12pt font, double spaced). You should upload your book review to your Sakai drop box before coming to class on your assigned day.

In addition, you will be asked to give a brief 5-minute oral presentation on your book. The point of these presentations is to provide your classmates with an informative and engaging overview of a book related to the assigned text for that week. You should not simply read your book review. Rather, you should explain in your own words what the book is about, what you liked/disliked about the book, and how it relates to the assigned text. Ideally, your brief presentation will make people eager to learn more about your text. Students will be asked to provide written feedback to their classmates to help them sharpen their presentation skills.

Final Research Page on Course Blog (40%)

For the final project, you will be asked to do research on a subject related to this class and to share that research with people outside of the class. Possible topics might include: trans-racial or transnational adoption; the use of anti-miscegenation laws as a legal precedent in same sex marriage cases; the treatment of interracial love/sex in specific films or novels; racial categories and the 2010 census; interracial relations in times of war or conquest; or the similarities and differences between multiracial subjects in the U.S. and other countries (e.g., Brazil, South Africa, or South Korea).

The final product of this research will be to create a page on the course blog. The written component should be ~2000-2500 words. In addition to written analysis, students are encouraged to incorporate relevant photographs, advertisements, music, film clips, and other primary sources.

One of the goals for this assignment is to share your research with people outside of the class. To that end, each student will send the blog link to at least 10 people and ask them to comment on their page. You might ask dormmates, friends at other campuses/colleges, former teachers, and/or family members to comment on your work, but at least 10 people must leave comments on the blog.

Students will select a topic by week 7 (Monday, Feb 28). Draft of pages should be completed by week 12 (Monday, April 4) and students will receive suggestions for revision from professor and classmates. Final version of research page should be completed by week 14 (Monday, April 18) and sent out for comments. We will discuss research and comments in our last class (Monday, May 2).

Week 1: (Jan. 17)

No Class – MLK Holiday

Week 2: Course Introduction (Jan. 24)

- 📖 Michael Omi & Howard Winant, “Racial Formation,” in *Racial Formation in the Unites States*, pp. 53-76 (PDF on Sakai)
- 📖 Zadie Smith, “Speaking in Tongues,” *The New York Review of Books*, Feb. 26, 2009 (PDF on Sakai)
- 📖 Eduardo Bonilla-Silva, “*E Pluribus Unum* or the Same Old Perfume in a New Bottle?: On the Future of Racial Stratification in the United States,” pp. 177-205 (PDF on Sakai)

Week 3: The Jefferson-Hemings Controversy (Jan. 31)

- 📖 Annette Gordon-Reed, *Thomas Jefferson and Sally Hemings: An American Controversy*
- 📖 Annette Gordon-Reed, “The Teenagers and the Woman” in *The Hemingses of Monticello*, pp. 308-325 (PDF on Sakai)

Week 4: Interracial Marriage in the Nineteenth Century (Feb. 7)

📖 Martha Hodes, *White Women, Black Men: Illicit Sex in the Nineteenth-Century South*

Independent reading and student presentations on:

- Bernie D. Jones, *Fathers of Conscience: Mixed-Race Inheritance in the Antebellum South* (2009)
- Martha Hodes, *The Sea Captain's Wife: A True Story of Love, Race, and War in the Nineteenth Century* (2007)
- Kirsten Fischer, *Suspect Relations: Sex, Race, and Resistance in Colonial North Carolina* (2001)

Week 5: Black-Native Relations (Feb. 14)

📖 Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*

Independent reading and student presentations on:

- Celia Naylor, *African Cherokees in Indian Territory: From Chattel to Citizens* (2008)
- Theda Purdue, *Mixed Blood Indians: Racial Construction in the Early South* (2005)
- Tiya Miles, ed., *Crossing Waters, Crossing Worlds: The African Diaspora in Indian Country* (2006) (collection of essays)
- Lauren Basson, *White Enough to be American?: Race Mixing, Indigenous People, and the Boundaries of State and Nation* (2008)

Week 6: The Legal Construction of Race (Feb. 21)

📖 Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America*, pp. 1-245

Independent reading and student presentations on:

- Ariela Gross, *What Blood Won't Tell: A History of Race on Trial in America* (2010)
- Ian Haney López, *White by Law: The Legal Construction of Race* (1997)
- Kevin Mumford, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (1997)

Week 7: *Loving v. Virginia* and its Legacy (Feb. 28)

- 📖 Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America*, pp. 246-314
- 📖 *Loving v. Virginia*, 1967 (PDF on Sakai)
- 📖 *Perry v. Schwarzenegger*, 2010 (PDF on Sakai)

***** SELECT TOPIC FOR RESEARCH PAGE *****

Independent reading and student presentations on:

- Fay Botham, *Almighty God Created the Races: Christianity, Interracial Marriage, & American Law* (2009)
- Phyl Newbeck, *Virginia Hasn't Always Been for Lovers: Interracial Marriage Bans and the Case of Richard and Mildred Loving* (2008)
- Allison Varzally, *Making a Non-White America: Californians Coloring Outside of Ethnic Lines, 1925-1955* (2008)

Week 8: Mixed Race Film I (March 7)

- 🎬 *Guess Who's Coming to Dinner?*, Dir: Stanley Kramer (1997) (Screening TBD)
- 📖 Susan Courtney, "Guess Who's Coming to Dinner with Elridge Cleaver and the Supreme Court, or Reforming Popular Racial Memory with Hepburn and Tracy" in *Hollywood Fantasies of Miscegenation*, pp. 250-294 (PDF on Sakai)

Independent reading and student presentations on:

- Susan Courtney, *Hollywood Fantasies of Miscegenation: Spectacular Narratives of Gender and Race, 1903-1967* (2004)
- Jane Gaines, *Fire and Desire: Mixed-Race Movies in the Silent Era* (2001)

Week 9:

March 14-18 – Spring Break

Week 10: Latin@s and the Census (March 21)

- 📖 Clara Rodriguez, *Changing Race: Latinos, the Census and the History of Ethnicity*

Independent reading and student presentations on:

- Martha Menchaca, *Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans* (2002)
- Rafael Perez-Torres, *Mestizaje: Critical Uses of Race in Chicano Culture* (2006)
- Arlene Davila, *Latino Spin: Public Image and the Whitewashing of Race* (2008)

Week 11: Mixed Race Film II (March 28)

- 🎧 *Lone Star*, Dir: John Sayles (1996) (Screening TBD)
- 📖 Rosa Linda Fregoso, "Gender, Multiculturalism, and the Missionary Position on the Borderlands," in *MeXicana Encounters: The Making of Social Identities on the Borderlands*, pp. 48-70 (PDF on Sakai)
- 📖 José Limón, "Tex-Sex-Mex: Dirty Mexicans, Aztec Gods, Good Ole Boys, and New Texas Women," in *American Encounters: Greater Mexico, the United States, and the Erotics of Culture*, pp. 135-168 (PDF on Sakai)

Independent reading and student presentations on:

- Erica Childs, *Fade to Black and White: Interracial Images in Popular Culture* (2009)
- Camilla Fojas and Mary Beltran, eds., *Mixed Race Hollywood* (2008)

Week 12: Multiracial Memoir (Apr 4)

- 📖 May-lee Chai, *Hapa Girl: A Memoir*

***** DRAFT OF RESEARCH PAGE DUE *****

Independent reading and student presentations on:

- June Cross, *Secret Daughter: A Mixed-Race Daughter and the Mother Who Gave Her Away* (2007)
- Bliss Broyard, *One Drop: My Father's Hidden Life—A Story of Race and Family Secrets* (2008)
- Danzy Senna, *Where Did You Sleep Last Night?: A Personal History* (2010)

Week 13: Mixed-Race/Multiracial Experiences and Politics (Apr 11)

- 📖 Kimberly DaCosta, *Making Multiracials: State, Family, and Market in the Redrawing of the Color Line*

Independent reading and student presentations on:

- Joel Perlmann and Mary C. Waters, *The New Race Question: How The Census Counts Multiracial Individuals* (2005)
- Kim Williams, *Mark One or More: Civil Rights in Multiracial America* (2008)
- Catherine R. Squires, *Dispatches from the Color Line: The Press and Multiracial America* (2007)

Week 14: Transracial / Transnational Adoption (Apr 18)

- 📖 Laura Briggs, ed. *International Adoption: Global Inequalities and the Circulation of Children* (selections TBD, will be posted on Sakai)

***** FINAL RESEARCH PAGE DUE*****

Independent reading and student presentations on:

- Sara Dorow, *Transnational Adoption: A Cultural Economy of Race, Gender, and Kinship* (2006)
- Barbara Yngvesson, *Belonging in an Adopted World: Race, Identity, and Transnational Adoption* (2010)
- Karen Dubinsky, *Babies Without Borders: Adoption and Migration across the Americas* (2010)

Week 15: Mixed-Race on the National Stage (Apr 25)

- 📖 Barack Obama, *Dreams of My Father: A Story of Race and Inheritance*

Week 16: Course Wrap-Up (May 2)

Discussion of comments on research pages, course evaluations and wrap-up