Overview
This reading seminar is designed for MA and PhD students who anticipate major or minor fields in U.S. history, but it is also open to all graduate students interested in current historiography on race and ethnicity in the United States. The course will begin in the colonial era and continue through the late twentieth century.

Book List
You have eleven required texts for this course. Texts marked with an asterisk are shared readings that will be read and discussed by the entire class. The other six are only required for graduate students.


Grace Hale, *Making Whiteness: The Culture of Segregation in the South, 1890-1940*


**Course Requirements and Grade Distribution**

This course requires faithful attendance, completion of weekly readings before we meet for class, and interactive participation in discussion. Please try not to miss any of our class meetings. If you must miss a class meeting, please inform me well in advance (unless you face an emergency, of course). You will have an alternative assignment to complete to make up for the missed class. Unless related to an excused absence, no late work will be accepted.

All written work must be double-spaced and written in 12-point font with one-inch margins. Please proofread your papers carefully before the due date to ensure that your written work has correct grammar, spelling, and punctuation. DO NOT SUBMIT PAPERS THAT CONTAIN ERRORS IN GRAMMAR, SPELLING, AND PUNCTUATION. Written work that shows a lack of proofreading will receive a substantially lowered grade. When in doubt, consult William Strunk Jr. and E.B. White, *Elements of Style*.

Please use the standard humanities style of documentation as detailed in Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* or *The Chicago Manual of Style*. (If you don’t own one of these guides, I suggest that you purchase one, as you’ll use it throughout your career.)
Grade Distribution
Participation: 10%
Reviews (4): 30%
Oral Report: 10%
Historiographical Essays (2): 50%

Assignments
1. A portion of your grade will depend on active participation in class discussions. Graduate and undergraduate students share five of the readings (marked with an asterisk). On those days, we will spend a substantial amount of time discussing the shared reading. Be prepared to engage actively in discussions on those days.

2. Book Reviews: Read and review (2-3 pages each) four of the books assigned to graduate students. You must write two reviews per unit. (In other words, you must complete two reviews by October 10, and the other two by December 5.) Model your review on the ones found in academic journals like Journal of American History, Western Historical Quarterly, or American Quarterly.

3. Oral Report: Choose one of the graduate readings to review for the class in a twenty-minute presentation, keeping in mind that the undergraduates will not have read this text. The report must discuss the author’s argument and the book’s contribution to the study of race and ethnicity in the United States. The report must also critique the book’s strengths and weaknesses. Only one student may review each book. You may also want to spend time discussing one key theory or idea presented in the book. You will choose a book in Week One.

4. Historiographical Essays: Write two historiographical essays (one for each unit) on one of the weekly topics covered this semester. These essays must engage the required reading and two supplemental texts for that week. The essays cannot include a book you previously reviewed for this course. Essay #1 is due on October 10 by 6:00 pm. Essay #2 is due on December 14, 2016 by 6:00 pm.

Consult Reviews in American History for additional examples of historiographical essays.

ADDITIONAL WEEKLY MEETING WITH GRADUATE STUDENTS: Each Monday, immediately after class, graduate students will have an extra meeting with the instructor. Usually this will be a brief meeting lasting only 15 minutes at most.
Course Policies

Attendance
Please try not to miss any of our class meetings. If you must miss a class meeting, please inform me well in advance (unless you face an emergency, of course). You will have an alternative assignment to complete to make up for the missed class. If you must arrive late or leave early, you must do so as unobtrusively as possible. Do not exit and re-enter to make phone calls, check e-mail, etc. Refrain from talking, sending e-mails or text messages, instant messaging, social media, reading non-course materials, sleeping, or other distracting activities.

Excused absences include:
- Medical emergencies documented by healthcare provider or other relevant, professional third parties*
- A court appearance*
- Unavoidable conflicts approved beforehand by the professor
- Absences pre-approved by the UA Dean of Students (or Dean’s designee). See: http://uhap.web.arizona.edu/chapter_7#7.04.02
- Holidays or special events observed by organized religions (for those students who show affiliation with that particular religion)
- Medical or other unavoidable emergencies approved by the Dean of Students after the fact

* Failure to submit third-party documentation will result in unexcused absences.

The UA’s policy concerning Class Attendance and Administrative Drops is available at:
http://catalog.arizona.edu/2014-15/policies/classatten.htm

The UA policy regarding absences on and accommodation of religious holidays is available at

Technology
Upon arrival, please turn off your cell phone and store it away.

Any video, visual, or audio recording of lectures and/or discussions by any device is prohibited.

D2L
Please check the D2L course site regularly, since I often post news and updates there. You can also find a copy of the syllabus and additional readings on the site.
University Policies

Classroom behavior: For UA policies concerning disruptive behavior in class, see: http://policy.arizona.edu/disruptive-behavior-instructional

Plagiarism: Plagiarism and cheating will not be tolerated. All assignments performed for this course must be original and must be performed individually unless otherwise noted. Every incident of academic dishonesty will be strictly punished. The history department mandates that academic dishonesty be punished by a failing grade for the course. Additional sanctions may include a permanent record on your academic transcript and suspension or expulsion from the university. For more information on UA policies concerning academic integrity, please see: http://deanofstudents.arizona.edu/codeofacademicintegrity

Notification Regarding Disability: It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let Professor Steptoe know immediately. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. (For the Disability Resource Center’s statement on syllabi, please see: http://drc.arizona.edu/faculty-staff/syllabus-statement)

Policies against Threatening Behavior by Students: Threatening behavior—including any statement, communication, conduct, or gesture that causes a reasonable apprehension of physical harm to a person or property—will not be tolerated. Sanctions may include suspension, expulsion, arrest, and criminal prosecution. For more information on UA policies concerning threatening behavior, please see: http://policy.web.arizona.edu/threatening-behavior-students
Course Schedule

Unit I: Constructing the Color Line in British North America

August 22  
Course Intro

August 29  
**Constructing Race in Colonial America**

Reading
Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs*


**Supplemental texts**
Jennifer L. Morgan, *Laboring Women: Reproduction and Gender in New World Slavery*

Thavolia Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household*

September 5  
Labor Day

September 12  
**Africa in the Americas**

Reading
*Gomez, Exchanging Our Country Marks*

**Supplemental texts**
Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*

September 19  
**Sex and Southern Society**  
**Reading**  
*Rothman, Notorious in the Neighborhood*

**Supplemental texts**  
Emily Clark, *The Strange History of the American Quadroon: Free Women of Color in the Revolutionary Atlantic World*

Alecia Long, *The Great Southern Babylon: Sex, Race, and Respectability in New Orleans, 1865-1920*

September 26  
**Making Whiteness in the Urban North**  
**Reading**  
Roediger, *Wages of Whiteness*

**Supplemental texts**  
Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*

Thomas A. Guglielmo, *White on Arrival: Italians, Race, Color, and Power in Chicago, 1890-1945*

October 3  
**Constructing Race Through Culture**  
**Reading**  
Grace Hale, *Making Whiteness: The Culture of Segregation in the South, 1890-1940*

**Supplemental texts**  
David Gilbert, *The Product of Our Souls: Ragtime, Race, and the Birth of the Manhattan Musical Marketplace*

Eric Lott, *Love & Theft: Blackface Minstrelsy and the American Working Class*

October 10  
**Historiographical Essay #1 due by 6:00 p.m. Upload your essay to the appropriate Assignments folder on D2L.**
Unit II: Multiethnic Wests

October 17  
**Slavery and Freedom in the West**  
Reading  
Stacey Smith, *Freedom’s Frontier*

**Supplemental texts**  
Albert L. Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California*

Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush*

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October 24  
**Race, Ethnicity, and Family in Indian Country**  
Reading  
* Miles, *Ties That Bind*

**Supplemental texts**  
Andrew Graybill, *The Red and the White: A Family Saga of the American West*

Claudio Saunt, *Black, White, and Indian: Race and the Unmaking of an American Family*

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October 31  
**The Northern Borderlands**  
Reading  
Michel Hogue, *Métis and the Medicine Line*

**Supplemental texts**  
Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity*

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*
November 7  Sexuality and Power in the Southwest  
Reading  
*Pablo Mitchell, *Coyote Nation  

Supplemental texts  
James Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*  

Ramón Gutierrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846*  

November 14  Constructing Race Through Law  
Reading  
Gross, *What Blood Won’t Tell*  

Supplemental texts  
Ian Haney-López, *White By Law: The Legal Construction of Race*  


November 21  Race, Ethnicity, and Culture in Multiethnic Cities  
Reading  
*Steptoe, Houston Bound*  

Supplemental texts  
Luis Alvarez, *The Power of the Zoot: Youth Culture and Resistance During World War II*  

Gaye Theresa Johnson, *Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles*
November 28

**Ethnicity, Hybridity, and Popular Music**

Reading


Supplemental texts

Charles Hughes, *Country Soul: Making Music and Making Race in the American South*


December 5

**Ancestry and Identity**

Reading


***Historiographical Essay #2 due on December 14 by 6:00 p.m. Upload your essay to the appropriate Assignments folder on D2L.***