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Smith Hall unfortunately will have no elevator service in Autumn 2019. All of the above offices are accessible only by stairs. We are more than happy to make arrangements to meet in a more accessible location. Please send us an individual email. We apologize for the inconvenience.

DESCRIPTION
We will survey U.S. history, from its beginnings to today, by exploring how race has enabled conceptions of the American nation and empire and shaped everyday practices and social interactions among different peoples. How have racial concepts, racial representations, and racial practices fundamentally defined power dynamics in the United States? From slave revolts to the Black Lives Matter movement, how have various individuals, communities, and organizations framed and pursued racial justice?

TEXTBOOKS
Roxanne Dunbar-Ortiz, An Indigenous Peoples’ History of the United States
Tera W. Hunter, To ‘Joy My Freedom: Southern Black Women’s Lives and Labors after the Civil War
Mae M. Ngai, Impossible Subjects: Illegal Aliens and the Making of Modern America
Malcolm X, The Last Speeches
Course Packet (available through Canvas)

The books are available for purchase at the University Bookstore and on reserve at Odegaard Library. Readings from the course packet will be available online through Canvas. Please note that two of the textbooks (Hunter and Ngai) are also available as e-books through UW Libraries.

REQUIREMENTS
You are expected to attend all class sessions, to complete the assigned readings as scheduled, and to participate substantively and respectfully in discussions. Please examine the syllabus carefully and plan your schedules accordingly (that is, do not wait until the last minute to complete your assignments). Since we will discuss issues and topics in relation to preceding readings and lectures, it is imperative that you keep up with all assignments.

Please do not use your cell phone during class. If you must access your phone to address an urgent matter, please excuse yourself quietly and use your phone outside of the classroom.

You are welcome to use a laptop or a tablet to take notes, but please do not distract those around you (for example, do not stream videos or shop for clothes during class).
To help facilitate informed discussions, you will receive questions to consider one week ahead of time via email every Friday afternoon (please check your UW email account). The questions will also be posted on Canvas under “Announcements.”

Write brief responses (hand-written or typed, at least a few sentences to each question) to the weekly questions as you read and prepare for Friday sections. Please bring a hard copy of your responses to section every Friday. There will also be some in-class writing exercises. Both of those shorter assignments, which will be collected regularly, will factor in your class participation grade.

There are three major written requirements. The mid-term (October 29) and final (December 9) examinations will focus on themes covered in lectures, readings, and discussions. Instructions will be forthcoming.

The final research paper will entail a series of tasks and assignments:

1. Is there a particular episode, topic, or issue related to race that you have wanted to learn more about? Think back to what you might have seen in the media, what you learned in high school, what your family has experienced, and so forth. Be creative as you compile a list of potential topics.

2. Conduct preliminary research to frame historically the episode, topic, or issue that you find the most interesting and exciting. Try to phrase your topic as a historical question. Your question should not be open-ended or vague in scope. Work toward specific questions about race and American history that you can research through scholarly writings and primary sources. Framing and articulating your question should help you define and explain your topic. Here are some sample questions:

   • How did activists in the American Indian Movement mobilize and organize collectively in the 1960s and 1970s?
   • How has Thomas Jefferson’s relationship with Sally Hemings been interpreted over the past two centuries? How has the use of DNA evidence in recent years affected wider understandings of race?
   • How did D. W Griffith and other famed filmmakers depict race and sexuality a century ago? To what degree have those early representations persisted in Hollywood? Why?
   • How have Republican politicians attacked (or defended) immigrants over the last four decades? How have Trump’s policies and speeches exploited and/or challenged Republican positions on immigration?
   • How did local, state, and federal officials respond to lynching? How did black activists like Ida B. Wells confront and challenge those officials?
   • How has the U.S. government justified specific wars—the Mexican-American War, the Philippine-American War, the Korean War, the Vietnam War, the “war on terror,” etc.—in racial terms?
   • How and why did Muhammad Ali take a stand against the Vietnam War?
   • How has the political status of Puerto Rico or Guam in the U.S. empire shifted since 1898? How has their political status affected representations of Puerto Rico or Guam?
   • How did the gay liberation movement address or not address race? To what effects?
   • How did Japanese Americans respond to mass incarceration during World War II?
   • What specific policies and practices led to the racial segregation of Seattle neighborhoods? How have local activists and city officials attempted to address racial segregation?
   • How and when did the backlash against affirmative action take place on college campuses? How has UW addressed racial disparities in admissions over the last twenty years?
   • How did Black Panther Party members use the media to advance their agenda?
   • How has hip hop as a cultural movement facilitated and/or hindered the pursuit of racial justice?

You are welcome to use any of these potential topics, but there are countless other possibilities. Please see me if you cannot think of a topic that interests you.

3. Submit a paper proposal (a two-paragraph explanation of your topic and a bibliography of related sources, due October 18) to secure our approval. Please consult with Reference Librarian Theresa Mudrock <mudrock@uw.edu>, your TA, and me as you formulate your topic and locate sources. Mudrock has constructed an online guide to help you with your research http://guides.lib.uw.edu/research/hstaa231. You will need to conduct a significant amount of research to develop a manageable topic and a thoughtful proposal.
The first paragraph of your proposal should explain your paper’s scope and approach; the second paragraph should explain what kinds of sources and examples you will use to research your topic. Your proposal should be much more specific than a single question.

Your proposal must also include a bibliography of **AT LEAST EIGHT** relevant sources. Your secondary sources should consist of scholarly books and scholarly articles, not popular websites. You are encouraged to locate and research some primary sources, but you are not required to do so.

4. Examine your sources and take careful notes. Based on your findings, develop your paper’s framework and argument. Your goal is to write a research paper that will help us understand an issue historically and critically. **Most of your paper should focus on the past, not the present.**

5. Write and submit a rough draft of your paper’s introduction, including your explanatory argument (i.e., your thesis), by **November 19** (about one page, double-spaced) for critical feedback. Ask yourself repeatedly if your argument is explaining how and why.

6. Meet with your TA or with me in late November or early December to discuss your introduction and argument. We will circulate sign-up sheets.

7. Write and submit your final draft (about 9 pages, double-spaced, 1-inch margins, 12 point Times New Roman font, **due December 6**). Your grade will be based on the extent and depth of your research and analysis.

**GRADING**
Class Participation: 10%
Mid-Term Exam (October 29): 30%
Final Research Paper (December 6): 30%
Final Exam (December 9): 30%

You must submit the final research paper, including the paper proposal, and both exams to pass the course. The research paper will be penalized 0.3 point for each day it is late (e.g., 3.7 to 3.4). In all cases of a family emergency, severe illness, or sudden crisis that force you to miss a class session or an assignment deadline, please let your TA know on an individual basis.

**SCHEDULE OF LECTURE TOPICS AND READINGS**
September 26 Race, Nation, Power
September 27 Discussion: Course Packet, #1-5.
Dunbar-Ortiz, 1-14.

October 1 Founding a White Republic
October 3 Challenging and Expanding Slavery
October 4 Discussion: Dunbar-Ortiz, 15-94.
Course Packet, #6.

October 8 Making Race Scientific
October 10 Civilization and Colonization
October 11 Discussion: Dunbar-Ortiz, 95-161.
Hunter, vii-43.
Course Packet, #7.

October 15 Striking for Freedom
October 17 Reconstructing Race and Nation
October 18  Discussion: Hunter, 44-129.  
**RESEARCH PAPER PROPOSAL DUE**

October 22  Asiatic “Invasion” and Exclusion  
**MID-TERM EXAM QUESTIONS DISTRIBUTED**

October 24  Redeeming White Supremacy

October 25  Discussion: Hunter, 130-238.  
Course Packet, #8.

October 29  **MID-TERM EXAMINATION**

October 31  The White Man’s Burden

November 1  Discussion: Ngai, 1-55.  
Course Packet, #9-10.

November 5  “Americanizing” Within and Abroad


November 8  Discussion: Ngai, 56-166.  
Dunbar-Ortiz, 162-177.

November 12 The Rising Tide of Color

November 14 Incarcerating Aliens and Citizens

November 15 Discussion: Ngai, 167-270.

November 19 Anticommunism and White Supremacy  
**DRAFT OF FINAL PAPER’S INTRODUCTION DUE**

November 21 The Black Freedom Movement

November 22 Discussion: Dunbar-Ortiz, 178-196.  
Malcolm X, all.

November 26 Politics of Liberation and Repression

November 28 Thanksgiving Break (No Class)

November 29 Thanksgiving Break (No Section)

December 3  What’s Wrong with Color Blindness?

December 5  Seeing Race, Seeking Racial Justice  
**FINAL EXAM QUESTIONS DISTRIBUTED**

December 6  Discussion: Dunbar-Ortiz, 197-236.  
Course Packet, #11-19.

**FINAL RESEARCH PAPER DUE AT THE BEGINNING OF SECTION**

December 9  **FINAL EXAMINATION, 10:30 A.M.-12:20 P.M.**


http://www.yesmagazine.org/people-power/this-moment-at-standing-rock-was-decades-in-the-making-20160916

18. “Herstory” and “What We Believe” at:
https://blacklivesmatter.com/about/herstory/
https://blacklivesmatter.com/about/what-we-believe/