LEARNING GOALS: Where are the ideas of "races" and the idea of "race" present in history? How of they been invented and reinvented? We will establish some basic scientific concepts in the first two weeks, and then for the rest of the term we will examine the development of ideas of race in the West from ancient times to the present. Our most frequent area of reference will be race in British thought, followed closely by race in France and the United States. Great Britain had the dominant empire of the nineteenth century, when modern ideas of race crystalized. The French and the Americans also developed world-encompassing theories of color and race. There will be also be some comparative material, ranging from Latin America to ideas of race in China. The main research paper that you do will allow you to focus on race in whatever place or period of world or American history you choose.

Beyond these specific goals of understanding race in Western Civilization and in your own main area(s) of historical interest, there is a more general goal: The graduate-level exercise of your study skills and your historical imagination. Can you look at evidence about the past, consider what other scholars have said about it, select what you need, and integrate primary and secondary sources into a well-supported argument? Your task is not to summarize the readings in the papers or discussions, but to show me that you know them well enough to exercise the selection and judgment to take from the readings whatever you need to make your arguments.

LEARNING OUTCOMES: You can demonstrate that you have met these learning goals by being able to select, organize, judge, and synthesize into a thesis-evidence argument some of the major issues in the history of race; you should be able to clearly present these well-researched arguments of yours in formal papers and orally, in class. Along the way, you should also be able to use primary sources to ratify and deepen what you are saying about history. You should also be able to access and use book review literature in academic journals in order to judge the books you are reading against the broader heritage of historical scholarship, rather than in a vacuum. Under the limits of the evidence, you should show imaginative insight into the people of the past. All of the assignments are designed with these learning outcomes in mind.

DISCUSSION REQUIREMENT: You will be graded on whether you have contributed during the course of the term to the discussions of the issues and readings. 13% of grade.

12 SMALL PAPERS: 2-page papers discussing an issue from the readings, due every week. By 2 pages I mean 2 pages, not 1.75 or 2.25. Together these are 48% of your grade. Chicago-style notes and bibliography, with the bibliography appearing at the top of a third page after your two pages of text. I won't accept these papers in Weeks I or XVI. There are 14 other weeks in the class. Turn in a paper during 12 of them -- never more than one per week. Which two weeks you don't turn one in are up to you.

PRESENTATION: 10 minutes on a book listed under "Choices" one week. 13% of grade. You will sign up for one of these books early in the term. Ideally one person will present each week, but during one week (or two) there might be two presenters on different books from that week's list.

MAJOR PAPER: A unified, 18-20 page, properly researched, well-organized, well-written, and well-edited argument about aspects of race in whatever period and place in which you have an interest. Due in Finals Week. The paper should include substantial discussion of three required readings, the book you presented on, and appropriate peer-reviewed modern academic journal literature found in JSTOR, Project Muse, the Oxford or Blackwell sites, or the paper journals. Also, you will need to use primary sources to judge your books against or to fill out your theme. 26% of grade.
POLICIES: Late work will be docked for each day late. Absences from a discussion-centered seminar will count strongly against your discussion grade unless you produce a note from a doctor. Cheating of course will not happen as we are adults and professionals who have chosen voluntarily to come and work together. But in case you are wondering, if there were plagiarism I would fail the person for the course on the first offence, as is my right under SDSU’s rules. That is something which I have been called upon to do from time to time in undergraduate classes.

BOOKS REQUIRED


McCarthy, Thomas. *Race, Empire, and the Idea of Human Development* (Cambridge University Press, 2009). (Two chapters only, and on reserve in the library.)

Please note that for Week XII you will also need to get one of these two:


Most of the articles listed for this course are from JSTOR or Project Muse. You can do a periodical title search in the SDSU PAC to find the online versions of the journals in question.

ED’S OFFICE HOURS: Ed’s Office Hours: M/W 3:30-4:30 and T 7:00-8:00, & at other times by appt.

OFFICE: AL-572  EDWARD.BEASLEY@SDSU.EDU

OFFICE TELEPHONE (EMAIL PREFERRED): 594-8461
SEMESTER SCHEDULE

~Weeks I and II: Twentieth and Twentieth-Century Perspectives, Part I~

I. (1 Sept.) The Scientific Non-Existence of Human Race

Special note for Week I: For the science journals, go to the SDSU PAC and do periodical title search, which will take you to hits from the appropriate databases. Don't go directly to JSTOR or Project Muse, as you might do for journal articles in history or the social sciences.

II. (8 Sept.) Social Constructions of Race and Anti-Semitism

~Weeks III to V: Pre-Nineteenth Century Inventions of "Race", or Something Like It?~

III. (15 Sept.) The Classical World and Islam

Special note for Week III: If you are writing on classical or medieval subjects, then when you are writing your major term paper you might also want to look at some of the essays in Miriam Eliav-Feldon, Benjamin Isaac, and Joseph Ziegler (eds), The Origins of Racism in the West (Cambridge: Cambridge University Press, 2009). It is on reserve in the library.
IV. (22 Sept.) Iberia and Latin America

Choices:
Degler, Carl N. *Neither Black nor White: Slavery and Race Relations in Brazil and the United States* (Madison: University of Wisconsin Press, 1971)

V. (29 Sept.) Eighteenth-century England and America
No class meeting this week as I will be at a conference. This week's reading will be discussed along with next week's.

Choices:

~Weeks VI to XIII: The Classical Racism of the Late Enlightenment and the Nineteenth Century~

VI. (6 Oct.) Reinventing Race in the French Enlightenment
Aubert, Guillaume. "'The Blood of France': Race and Purity of Blood in the French Atlantic World", *William and Mary Quarterly* 61, 3 (July 2004), pp. 439-78.

Choices:
Peabody, Sue. 'There are No Slaves in France': The Political Culture of Race and Slavery in the Ancien Régime (Oxford University Press, 1996).

**VII. (13 Oct.) Religious and Cultural Reinventions of Race**


**Choices:**


**VIII. (20 Oct.) Race Reinvented in Mid-Nineteenth-Century England**


Drescher, Seymour. 'The Ending of the Slave Trade and the Evolution of European Scientific Racism', *Social Science History* 14, 3 (Autumn 1990), pp. 415-450.

Arnold, David. ‘Race, Place and Bodily Difference in Early Nineteenth-Century British India’, *Historical Research* 77, 196 (May 2004), pp. 254-75.


**Choices:**


**IX. (27 Oct.) Race and National Identity**


Glassman, Jonathon. 'Slower then a Massacre: The Multiple Sources for Racial Thought in Colonial Africa', *American Historical Review* 109, 3 (June 2004), pp. 720-54.

**Choices:**


X. (3 Nov.) Race Reinvented and the Working-Class
(Also, begin reading Gould for next week.)

Choices:

XI. (10 Nov.) Race and Science

Choices:

XII. (17 Nov.) Into the Twentieth century: Fault-Lines in Classical Racism

And either

or


XIII. (24 Nov. -- No class meeting) Classical Racism and Mass Opinion

Special Note: Because of the Thanksgiving break, we will discuss the Mark Smith book in Week XIV along with the various articles. To lighten the load, read Smith and three other articles. You might want to choose them this way: If your interest is in the English-speaking world, read the other articles from this week and one of those from next week. If you would rather know more about the Nazis, read Smith and three of the articles from next week.


Choices:


~Weeks XIV to XVI: Twentieth-Century Perspectives, Part II~

XIV. (1 Dec.) 1914-1945


Choices:

**XV. (8 Dec.) Race and its Reconstruction after World War II.**
Mannoni, O. *Prospero and Caliban: The Psychology of Colonization* (1950; Ann Arbor: University of Michigan Press, 1990). [When reading the book, read Bloch's intro. last, then read the passages by Fanon that I will have given you.]

**XVI. (15 Dec., Final Exam Week). Comprehensive Perspectives. Big Paper Due.**
Making Things Read Easily, Correctly, and Without Distractions

Ed Beasley

1. A sentence must have a verb and its subject. If the sentence does not have both, it is a fragment (sent. frag.) and in error.

Fragment (no verb): “Bell, book, and candle.” Another kind of fragment is when an otherwise complete sentence has a subordinating word like “because” or “but” put in front of it. Fragment (because of subordination): “Since we live nearby.” This error can be fixed by getting rid of the subordinator; in this case, get rid of “Since.” P. 7, Sect. 6

2. A clause is a complete statement with a subject and a verb; an independent clause is a clause that can stand on its own as a sentence. Join two independent clauses by using either a semicolon by itself, or by using a comma and a conjunction. Do not join them with only a comma; that error is called a comma-slice. Of course you can also punctuate independent clauses as separate sentences. PP. 5-7, Sects. 4-5

3. If a sentence has a substantial introductory phrase, put a comma after that phrase (as in this sentence). But do not use a comma to separate the subject of the sentence from its verb; subject and verb can only be separated by a comma if there are two commas—on either side of a phrase in between (see Rule 4). Top of P. 5

4. When you add some information to an otherwise complete sentence, and you are adding that information in the form of a substantial phrase or clause, put a comma before and after the extra material, so that the extra words do not bump into and restrict the meaning of the words in the main sentence. However, if the new material must restrict the meaning of the words in the original sentence, it should not be separated from them by commas. The first case is called “nonrestrictive usage.” The second is called “restrictive usage.” Nonrestrictive (and correct): “The plant, which needs more water than you might think, is about to die.” Restrictive (and correct): “The plant that’s on the table needs to be watered.” PP. 2-5, Sect. 3

5. The relative pronoun “that” is used to define things, which means it is used in restrictive (no comma) situations. (See Rule 4 for what “restrictive” and “non-restrictive” mean.) The relative pronoun “which” is used to relate things but not to define them, so it is used in nonrestrictive (comma-taking) situations. See the examples at the end of Rule 4. P. 59

6. Because a pronoun has to agree with the number of its antecedent, do not write such things as “Everyone went to their desks.” Make both the pronoun and the antecedent either plural or singular. Correct plural usage: “The students went to their desks.” Another correct plural: “All the students went to their desks.” Correct singular usage: “Everyone went to his or her desk.” PP. 60-61

7. Italicize (or underline) the titles of books. Do not italicize or underline the titles of articles, movies, or the chapters of books; put these in quotation marks. A special rule: Neither italicize nor underline nor put in quotation marks the word Bible or any of its books, such as Genesis or Exodus. P. 38

8. When an introductory phrase contains an “-ing” verb, the subject of that verb is the first noun or pronoun to come along afterward. So avoid dangling the verb in phrases like this: “Having many children, my washing machine is always busy” — unless washing machines have kids. Either give “Having” a proper subject or just get rid of it. Correct (with “Having”): “Having so many children, I am always washing clothes.” Correct (w/o “Having”): “Because I have six children, my washing machine is always busy.” PP. 13-14, Sect. 11

9. The items in a list need to be grammatically similar. This is one aspect of parallelism. Not parallel (because two of the three items are nouns and the third is an action): “I like tacos, pizza, and eating hamburgers.” Parallel: “I like tacos, pizza, and hamburgers.” Another correct parallel: “I like eating tacos, pizza, and hamburgers.” PP. 26-28, Sect. 19

10. Form the possessive by adding ’s to the end of any word that is singular (“Lincoln’s,” “Arkansas’s”) or that forms its plural without adding an “s” (“children’s stories”). Form the possessive of a plural that ends in “s” by adding an apostrophe after the “s.” One emperor: “the emperor’s decrees.” More than one emperor: “the emperors’ decrees.” P. 1, Sect. 1, Para. 1

Form the possessive of a singular word that ends in “s,” if it is from the Bible or from ancient Greece, by adding an apostrophe with no “s” afterward: “Jesus’ name”; “Pericles’ Funeral Oration.” P. 1, Sect. 1, Para. 2

11. “It’s” is a contraction that means “it is.” “Its” is the possessive of “it”; no apostrophe is permitted. (Neither is there an apostrophe in the other possessive pronouns, “his,” “hers,” “theirs,” “yours,” or “ours.”) P. 1, Sect. 1, Para. 3-4

12. Do not write “In the book, it says that...” or “In the book How to Write, by Joe Blow, it says...” Instead of introducing some artificial “it” as the subject of the sentence, cross out the extra words and just say “The book says that...” or “In How to Write, Joe Blow says that...” And look for any other opportunity to cross out extra words. PP. 23-24, Sect. 17

13. A “novel” is a book-length fictional story, written in prose, such as Animal Farm, War and Peace, or any volume in the Harlequin Romances. If a written work is not a book-length fictional story written in prose, it is not a novel. None of the following can be described as a novel without confusing and distracting your reader, and most likely provoking laughter on his or her part: The Bible; The Koran; The Communist Manifesto; Webster’s Dictionary.

14. Books say things in the present tense. Historical events happened in the past tense. Don’t get these situations confused. Also, try to arrange things so you don’t have to go back and forth between the present and past tenses too quickly. That is, maintain tense consistency. P. 31, Sect. 21

15. Get to know Strunk and White, The Elements of Style. You can buy it everywhere, it is short and pleasant, and it has a good index. Read Chaps. 1-3. Then find the parts you most need; read them again and again.

16. Try to keep to this pattern: subject-verb-object, and keep each part simple. Yes, one or two of these elements (subject, verb, and object) can be made up of a complicated phrase. But avoid writing sentences where all three elements are long and complex. And try not to interrupt your sentences with extra thoughts. Say what you mean without adding simultaneous metacommentary on what you are saying. If you have a new thought that complicates things, add it as a new simple sentence later on, not as a gnarled phrase forced into the middle of the sentence you started with.

You should try to avoid overloading your work with side-comments on the various philosophical principles that may be running through your mind — principles that you think might also be running through the mind of your reader. One complicated mind talks to another not through typing out every passing nuance — but through simple sentences. Stream-of-consciousness, super-complicated, catch-all-my-nuances-in-sentences-the-size-of-paragraphs writing is hard to pull off, and impossible to pull off when combined with the main task before you: Clear, analytical, evidence-based writing.

PAGE Refs. FROM STRUNK AND WHITE, 4TH EDITION