
HISTORY 269:

WAR, RACE, AND RELIGION IN EUROPE & THE UNITED STATES



A three-credit lecture course for undergraduates

Spring 2022

Mondays and Wednesdays, 8am-9:15am

Mosse Humanities Building, room 1111

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Office location: Room 4124, Mosse Humanities Building

Office hours: M/W, 9:30-10:10am, and by appointment

Course Description

What is 'race' and how did it shape European and U.S. history from the nineteenth century to today? How were community relations and state boundaries transformed by the politics of race? What is the relationship between the rise and fall of European and American empires and the history of race and racism? What are the limits to 'race' as an explanatory factor?

This Ethnic Studies and History course explores pressing themes in the history of race and migration, including the role of racism and religion in empire-building; mass violence and genocide; migration and refugee control; and the history of the Movement for Black Lives.

Drawing on texts, posters, songs, and films, this class investigates how European and American histories of race are products of imperial and post-imperial

politics. It also urges students to take a historically informed position on a range of present-day debates, from reparations to how history itself should be taught.

Course Objectives

By the end of this course, students will be able to:

- Gain a deep and nuanced understanding of the history of race and racism in Europe and the United States since the late 18th century
- Formulate arguments about change over time
- Determine what constitutes reliable and valid evidence
- Interpret, compare, and contrast primary sources
- Improve their public writing and public speaking skills, through an outreach project to a local high school
- Think critically about how narratives about the past are constructed
- Develop a sophisticated understanding of current debates around race and racism

Course Requirements

This class bundles lectures and discussion; its success depends on you. Please come to class having done the readings and ready to engage with one another. The main requirements for this course are class participation, weekly discussion posts, a short argument-driven paper, and a video assignment. At semester's end, students will collectively engage in a public outreach project by putting together a presentation for high school students in Madison.

Here is a breakdown of how your grade will be computed:

(1) Class participation (25%)

- a. Attendance in this class is mandatory; please come with an open mind, ideas to share, and annotated readings handy. Your attendance grade includes your capacity to participate in classroom debates and community conversations in an informed and constructive manner (10%)
- b. Student orientation quiz, **due 2/2** (5%)
- c. Peer review comments on final video draft, **due 4/10** (5%)
- d. Self-reflection essay, **due 4/27** (5%)

(2) Weekly posts at Canvas, **due every Sunday by 8pm** (15%)

- a. You are required to post every week in response to the questions posted on Canvas. You are also required to respond to at least one

student post every week. You need to have completed the readings in order to post. Please read the directions carefully each week so you know what question(s) need answering.

- b. Please note that you should post on the Sunday *before* lecture. So, for example for Week 2, you need to complete your post by **Sunday 1/30**.

(3) Nailing the argument: Canvas post two-page paper, **due 2/16** (10%)

- a. In this assignment, you have the opportunity to practice building a convincing argument. You'll pick one of your own favorite weekly posts and take it up a notch, refining the writing and making a crisp argument. Your paper will be two pages, double-spaced, including notes.

(4) Capstone ten-minute video (50%)

- a. Capstone project brainstorm, **due 2/23** (5%)
- b. Proposal and bibliography for video, developed in consultation with the TA, **due 3/9** (10%)
- c. Draft text for video (1,500 words), **due 3/30** (10%)
- d. Final capstone video assignment, **due 4/20** (15%)
- e. Public presentation and discussion of videos for Madison East High School students, **5/2** (10%)

GRADING SCALE: A = 93-100; AB = 88-92; B = 82-87; BC = 77-81; C = 72-76; D = 67-71; F = 66 or below.

*Do you want some extra help with your writing? We have a place for you! **The History Lab:*** The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff is here, along with your professors and teaching assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <http://go.wisc.edu/hlab>

Accommodations: McBurney students, welcome. Please see me right away so we can make arrangements for accommodation. I'll need a copy of your Visa.

Course Readings

All course readings, unless otherwise indicated, will be posted on Canvas in PDF form. Click on the weekly module, and then under "Readings."

Students are encouraged to look for contemporary echoes of course themes by regularly reading a good-quality newspaper, web site, or blog such as the *New York Times*, the *BBC*, the *Washington Post*, the *Wall Street Journal*, or the *Economist*. Students will receive extra credit (+1/2 letter grade on their lowest grade in the class) for sending the professor two articles from reputable news sites that touch on course themes, accompanied by a 1 page, double-spaced, personal reflection on how topics we have encountered in the course are relevant to our present-day moment.

Key Dates, At A Glance

Your discussion posts for this class and your peer review comments are due on Canvas by Sunday at 8pm; your writing/video assignments are all due in the appropriate folder on Canvas by Wednesday at 8pm.

Note: *If you are having trouble completing any assignments on time, please let the professor know with as much advance notice possible and come to class anyway. We'll miss you otherwise!*

Wednesday, January 26th: First day of class

Wednesday, February 2nd: Student orientation quiz

Wednesday, February 16th: Canvas post two-page paper

Wednesday, February 23rd: Capstone project brainstorm

Wednesday, March 9th: Proposal for capstone video assignment

Wednesday, March 30th: Draft text of capstone video

Sunday, April 10th: Peer review comments due

Monday, April 11th: In-class peer review session

Wednesday, April 20th: Final capstone video assignment

Wednesday, April 27th: Self-reflection essay

Monday, May 2nd: Public outreach project

SCHEDULE OF READINGS

WEEK 1: REVOLUTION

1. Introduction to the class + preview of the Age of Revolutions (Wednesday Jan 26)

Reading (~10 pages):

- "The Declaration of the Rights of Man and Citizen" (1789)
- "The Declaration of Independence" (1776), including Thomas Jefferson's deleted clause on slavery
- Plus a quick life hack:
 - Prof. GC Tip Sheet: How To Do Well in this Class"

WEEK 2: UNIVERSAL RIGHTS

2. Universal Rights in France and the United States? (Monday Jan 31)
3. The Haitian Revolution // Class discussion: Rights for whom? (Wednesday Feb 2)

Student orientation quiz due on Canvas by Wednesday, February 2nd at 8pm.

Reading (~24 pages):

- Olympe De Gouges, "Declaration of the Rights of Women" (1791)
- Zalkind Hourwitz, "Vindication of the Jews" (1789)
- Abbé Sièyes, "What is the Third Estate?" (1789)
- "Letters from the Slave Revolt in Martinique" (August-September 1789)
- The Free Citizens of Color, "Address to the National Assembly" (October 1789)

WEEK 3: SLAVERY

4. Slavery and Abolitionism (Monday Feb 7)
5. The Global Civil War // Skill Session: Parsing Secondary Sources (Wednesday Feb 9)

Reading (~44 pages) :

- "An Employee of Britain's Royal African Company Describes the Workings of the Slave Trade" (1738)
- Olaudah Equiano, "Kidnapping into Slavery" (1789 account of events of circa 1756)
- "The Fugitive Slave Acts," including the Fugitive Slave Act of 1850
- John Thornton, "Africans and Afro-Americans in the Atlantic World: Life and Labor," *Africa and Africans in the Making of the Atlantic World*, chapter 6

WEEK 4: RESISTANCE

6. Guest visit: Professor Kellie Carter Jackson (Monday Feb 14)
7. The Working Class and Capital (Wednesday Feb 16)

Canvas two-page paper due by Wednesday, February 16th at 8pm.

Reading (~46 pages):

- Frederick Douglass, "What to the Slave is the Fourth of July?" (1852)
- Kellie Carter Jackson, "'Dare You Meet a Woman: Black Women, Abolitionism, and Protective Violence, 1850-1859," *Slavery and Abolition: A Journal of Slave and Post-Slave Studies* (2020)

WEEK 5: RACIAL CAPITALISM

8. Consumerism, Abolition, and the Racial Imagining of West Africa, with Professor Bronwen Everill, University of Cambridge (Monday Feb 21)
9. Class Discussion: Whose Burden? (Wednesday Feb 23)

Capstone project brainstorm due by Wednesday, February 23rd at 8pm.

Reading (~47 pages):

- "British policy towards West Africa: Select Documents" (1861)
- Rudyard Kipling, "The White Man's Burden" (1899)

- Edward D. Morel, "The Black Man's Burden" (1903)
- "Should America pay reparations for slavery? Ta-Nehisi Coates v. Coleman Hughes," *The Guardian* (19 June 2019)
- "Resurrecting the Promise of 40 Acres: The Imperative of Reparations for Black Americans," *Roosevelt Institute* (June 2020)
- Michael Tanner, "The Wrenching Reparations Question," *Cato Institute* (June 2019)

WEEK 6: WHAT'S IN A NAME?

10. Racial Science // Reparations (Monday Feb 28)

11. Guest visit: Professor Elizabeth Pryor, Smith College (Wednesday March 2)

Reading (~45 pages + 2.5 min video):

- Elizabeth Pryor, "The Etymology of Nigger: Resistance, Language, and the Politics of Freedom in the Antebellum North," *Journal of the Early Republic* 36:2 (summer 2016): 203-245.
- Richard Pryor, "The 'N' word,"
<https://www.youtube.com/watch?v=AltWj4iAmno>

WEEK 7: WORLD WAR I AND FASCISM

12. Imperialism and World War I (Monday March 7)

13. Fascism, Anti-Imperialism, and Anti-Fascism (Wednesday March 9)

Capstone project proposal due by Wednesday, March 9th at 8pm.

Reading (~35 pages):

- Rudyard Kipling, "For All We Have and Are" (1914)
- Giovanni Gentile, "Fascism as a Total Conception of Life" (1923)
- "Faccetta nera: Little Black Face" (1935) (also please listen to the song live through the link provided on our Course page)

- Nicoletta Gullace, "Barbaric Anti-Modernism: Representations of the 'Hun' in Britain, North America, Australia, and Beyond," in *Picture This: World War I Posters and Visual Culture* (2010)
- Molly Crabapple, "Hidden Fighters: Remembering America's Black Antifascist Vanguard," *The Baffler*, June 2017

HAPPY SPRING BREAK! (MARCH 12-MARCH 20)

WEEK 8: RACISM AND STATE-BUILDING

14. Shutting the Gates (Monday March 21)

15. Nazism in a Global Context (Wednesday March 23)

Reading (~42 pages):

- Adolf Hitler, "The Discovery of Anti-Semitism in Vienna," in *Mein Kampf* (1925- 1926)
- "Literacy Tests" (1917) and "1917 Immigration Act"
- James Whitman, "Why the Nazis Studied American Race Laws for Inspiration," *Aeon* (December 2018)
- Michael Burleigh and Wolfgang Wippermann, "Barbarism Institutionalized: Racism as State Policy," in *The Racial State: Germany, 1933-1945* (1991), 36-73.

WEEK 9: GENOCIDE

16. World War II and Genocide (Monday March 28)

17. Guest visit: Howard French, Columbia University School of Journalism (Wednesday March 30)

Capstone video draft text due by Wednesday, March 30th at 8pm.

Reading (~22 pages):

- "Reich Citizenship Law" and "Law for the Protection of German Blood and German Honor" (1935)
- Primo Levi, "The Drowned and the Saved"

- Howard French reading TBA

WEEK 10: CIVIL RIGHTS AND DECOLONIZATION

18. Anti-Colonial Nationalism and Internationalism (Monday April 4)

19. Decolonization and the Civil Rights Movement (Wednesday April 6)

Peer review comments due by Sunday, April 10th at 8pm.

Reading (~48 pages):

- W.E.B. Du Bois, Paul Robeson, Ben Davis, William Patterson, et al., "We Charge Genocide: The Crime of the Government Against the Negro People" (1951)
- Aimé Césaire, "Discourse on Colonialism" (1950)
- Martin Luther King Jr., "Letter from a Birmingham Jail" (16 April 1963)

WEEK 11: MIGRATION

20. Peer Review Session (Monday April 11)

21. States of Belonging? Post-Colonial Migration // Class discussion: Insiders and outsiders (Wednesday April 13)

Reading:

- James Baldwin, "Stranger in the Village" from *Notes of a Native Son* (1955), 159-175
- Azouz Begag, *Shantytown Kid* (1986), 44-53, and *ibid.*, "Fear of the Police," in *Ethnicity and Equality: France in the Balance* (2007), 7-25

WEEK 12: DURABILITIES

22. Black-Led Organizing and BLM (Monday April 18)

23. Revisiting Fascism (Wednesday April 20)

Final capstone video assignment due by Wednesday, April 20th at 8pm.

Readings:

- Frank Crichlow, "Complaint to the Race Relations Board" (23 December 1969)
- Margaret O'Connell, "Witness Statement: Black Power Demonstration and March" (17 August 1970)
- Steve McQueen, dir., *Mangrove* (2020)

WEEK 13: ORIGIN STORIES

24. The 'Critical Race Theory' Debate // Class Discussion: What Does History Do? (Monday April 25)
25. Prep for Conversation with High School Students (Wednesday April 27)

Readings TBA

WEEK 14: PUBLIC OUTREACH PROJECT

26. Culminating Presentation with High School Students (Monday May 2)
27. Concluding Thoughts (Wednesday May 4)

Please watch the capstone video assignments of *at least three* of your peers

SYLLABUS APPENDIX

Academic Misconduct

As a UW-Madison student, it is your responsibility to be informed about what constitutes academic misconduct, how to avoid it and what happens if you decide to engage in it. Academic misconduct is governed by state law.

Examples of academic misconduct include (but are not limited to):

- Plagiarism (turning in work of another person and not giving them credit)

- Having a friend answer your clicker questions when you are absent
- Stealing an exam or course materials
- Copying another student's homework
- Cheating on an exam (copying from another student, using unauthorized material)
- Working on an assignment with others when you are supposed to do so independently

How Do I Avoid Academic Misconduct?

- Know how to cite sources in a paper, lab report or other assignments
- Use the Writing Center or the History Lab for help with citations. They are experts in APA, MLA and other citation styles.
- Avoid copying and pasting directly into your paper from the internet
- Understand the expectations and limitations when working in groups (i.e., Is collaboration allowed on the project and the written paper, or only the project and your written paper should be done alone)
- If you aren't sure if something is allowed, ask your instructor
- For more information, please see <http://www.students.wisc.edu/doso/student-resources/>

Paper Grading Criteria

Characteristics of an **A** paper:

- It has a clear, well-articulated thesis in the first paragraph.
- The argument of the paper supports the thesis well and thoroughly.
- It amply fulfills the instructions of the paper assignment.
- It displays careful reading of the source material.
- It displays considered thought about the material.
- All claims are supported by citations and explanations of the textual evidence.
- It has excellent English grammar and usage
- It has a well-organized structure.
- It has no proofreading errors.
- It has correct citations for all sources.

Characteristics of a **B** paper:

- It has a thesis
- It follows the instructions of the paper assignment.
- It indicates reading of the source material.

- It displays thought about the material.
- Claims are supported by textual evidence.
- It uses correct English grammar and usage.
- It has good paragraph structure.
- It has adequate citations for all sources.
- It may have some errors in proof-reading.

Characteristics of a **C** paper:

- The thesis is unclear.
- It does not have clear paragraphs.
- It does not follow the instructions.
- It displays cursory reading or misunderstanding of the material.
- It does not display significant thought about the material.
- It contains unnecessary digressions or vacuous generalizations.
- Claims are not supported by the textual evidence cited.
- The thesis is not supported by the argument of the paper.
- It has not been proofread.
- It contains errors in grammar or usage.
- The citations of sources are inadequate.

Characteristics of a **D** paper:

- It does not fulfill the assignment.
- It does not have a thesis.
- It does not have paragraphs.
- It shows that the source material has not been read.
- It contains errors in grammar or usage or inadequate proofreading.
- It does not indicate quotations.
- Claims are unsubstantiated.

Characteristics of an **F** paper:

- It was submitted late.
- It has worse examples of the D paper problems.
- It is gobbledygook.

Goals of the History Major

(approved by the department, March 23, 2011; revised by the department, February 27, 2013)

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Skills Developed in the Major

Define Important Historical Questions

1. Pose a historical question and explain its academic and public implications.

2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.