

HISTORY201: The Historian's Craft (010) SP23

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The Syllabus tool is no longer supported at UW-Madison. The [Course Summary](#) (<https://kb.wisc.edu/luwmad/page.php?id=91844>) retains much of the functionality of the Syllabus, but was newly labelled to better align with its capabilities and to distinguish it from the course syllabus. If you had used the Syllabus as a course home page, consider [setting a new home page](#) (<https://kb.wisc.edu/page.php?id=91940>).

History 201: Origins of Race

University of Wisconsin-Madison, Department of History

Instructor: Dr. Justine Walden

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Spr 2023

T/Th 1-2:15

2261 Humanities

Office Hours: Friday afternoon via Zoom and by appointment



Course Overview and Learning Goals

In this class we will examine the history and origin of the multivalent social and pseudo-scientific

concept of race. Our chronology will span the first century through the twenty-first century, with the bulk of our focus on the fifteenth through the eighteenth. You will learn about, and become conversant in topics such as

- Contemporary (i.e., twenty-first century) scientific and sociological approaches to, and definitions of, race
- Nineteenth-century ideologies of scientific racism
- Distinctions between race and prejudice
- Medieval European ideas of 'monstrous races'
- Christian theories of human origin and dispersion
- Maps and geography in conceptions of race
- The 'racing' and enslavement of Jews and Muslims
- The 'somatic turn' and focus on physiognomy
- The linguistic term 'race' and its evolution
- The importance of the animal-human divide
- Geohumoral theories of human diversity and character
- The Transatlantic slave trade
- European conceptions of Africa and Africans
- Twentieth-century permutations in racial theory

You will read primary sources and secondary documents and explore questions and problems in using evidence and writing historical narratives. As you learn to read primary sources closely, you will learn to "think like a historian". During the semester, we will work on the skills involved in researching and writing an academic history paper. This will include library research; building a bibliography; locating, evaluating, and contextualizing evidence; summarizing arguments; resolving historical discrepancies; and considering context. Our focus will be learning how to construct cogent, persuasive, and evidentiary-based historical arguments both oral and written. All of these skills are central to the craft of history and to communication in general, and all the skills we will learn will make you a better and sharper thinker, writer, and communicator.

Course Texts

All course readings will be available as downloadable .pdfs from Canvas. You should print out the shorter primary sources readings and bring them to class each week so we can discuss and refer to them. You will need to engage with these sources very closely to write your papers, so it is worth spending time with them (i.e., marking them up, underlining, annotating). Many of the short primary sources are drawn from Loomba, Ania, and Jonathan Burton, Ed. *Race in Early Modern England: A Documentary Companion*. Palgrave Macmillan, 2007. These are indicated below as 'LB'.

Assignments and Grading

30%—Participation and Discussion. Participation is critical in this course. To participate effectively, you must read and thoroughly consider the assigned material each week **before** arriving in class and be prepared to discuss your observations on this material. To ensure that you are adequately prepared for these discussions, you will submit a weekly 500-word reflection piece on the week's readings every week on Monday. Your post should seek to discuss and summarize arguments made in the readings and discuss how they relate and interconnect to each other. These submissions will not be graded, but will be assessed on a check/check +/-check – scale.

Your participation grade will also include the completion of 2-3 short research exercises in which you will familiarize yourself with library and online resources, learn about plagiarism, and construct an annotated bibliography for your final research paper.

20%—A 7-Page Draft of Final Paper. You must submit an advance draft of your final paper. This draft must **engage CLOSELY with a primary source or sources** and it must advance a clear and original thesis. That means you must first select a primary source or sources to analyze. You will need to EXCERPT AND QUOTE from these sources to make your argument, so read your source(s) carefully. You may wish to underline portions you think relevant. You will need to think carefully about the use of language along with rhetorical strategies such as point of view, purpose, and argument. Once you have completed analyzing your sources, revisit your notes and try to build a thesis out of them.

Proceeding in this empirical, close-reading fashion will help to ensure that your argument and your paper will **stay close to your source**, and that you are letting your evidence guide your work rather than making vague or unsubstantiated claims. Your final paper should briefly introduce your primary source as needed, but if there are multiple sources, should not waste too much time on this. It should also evaluate sources as evidence. However the core work in this course will be using the language of your primary source (or sources) to fashion observations and arguments which you will continually redraft to strengthen and refine.

10%—Oral Presentation. You will deliver a 15-minute oral presentation on an assigned chapter from a scholarly book. Your job will be to recapitulate the argument made by that chapter: to explain the argument and how the author makes it. You can provide quotes, consider its sources and footnotes, and discuss other matters as required. A list of books will be made available to you.

40%—9-page Final Research Paper. Your core focus for this course is a 9-page paper that engages **CLOSELY** with a primary source (see instructions on the paper draft above). Your paper should have footnotes and citations (see notes on citations in this syllabus). Papers are due on the last day of our course meeting. You will receive additional instructions about this assignment and we will discuss it continually throughout the semester. The final paper can be a substantially revised version of the draft. It can add or include new sources, interpretations, and arguments. It can also, if you like, focus on a completely different topic from the draft. Your paper topics must be cleared with me in advance.

Nota bene: If you are shy or not used to speaking in group meetings, you are not alone. Speaking with and before your peers is a skill developed over time and through practice. Our course meetings and discussions are meant to provide a safe venue for you to try out your speaking skills—discussing, explaining, critiquing, etcetera— in front of peers, and all will be encouraged to speak and contribute.

Additional Course Policies

Attendance

Course attendance is mandatory. You may miss class up to two times without an excuse and without it directly affecting your grade. Beyond these two absences, you must provide documentation for missed class, whether for illness, emergency, or religious holidays. If you will miss a seminar for religious reasons, please clear this with me in advance.

Late Assignments

It is possible to request an extension *a week before* a particular assignment is due. However you cannot request extensions three, two, or a single day before a project is due. For each day an assignment is late, it will lose third of a letter grade. This means that you must structure your time to successfully complete assignments by the date they are due. No responses will be accepted more than one week after their due date.

Papers; Formatting

Papers should be double-spaced, have a title, numbered pages, and use a standard 12-point font.

Plagiarism: Cite Your Sources!

If you draw on someone else's ideas, you must identify that source in footnotes. If you repeat the words of another source, you must enclose them in quotation marks, identify that source in endnotes or footnotes, and provide the page number where you found that information. The first time you refer to a source, the note should include full bibliographical data, meaning the name of the author, the journal or book title, place and date of publication, date of publication, with the relevant page numbers cited. Subsequent references to the same source can consist of a more abbreviated reference. **I do not accept born-digital sources (i.e., websites) as valid scholarly sources.**

Whatever form of citation you use, you must append a bibliography to your paper listing the full bibliographical data for all sources upon which you relied, arranged alphabetically by authors' last names and divided into separate sections for primary and secondary sources.

You can find University policies on academic integrity outlined here <https://conduct.students.wisc.edu/academic-integrity/>. We will discuss some questions that relate to academic integrity in class, such

as correct citation and how to paraphrase an argument. Still, **you must still inform yourself as to what constitutes plagiarism** and when and how to cite works both visual and verbal. The rules of thumb for properly citing are relatively straightforward. First, when in doubt, cite. Second, you must cite not only specific language, but ideas which you rely upon. Finally third, when you paraphrase an idea, you must change the language.

Writing Help

Academic paper writing is not easy. Its formal style and requirements may take getting used to, and even the very best writers need multiple drafts and many revisions. However academic writing and clear argumentation can be learned with some guidance and effort. In addition to using course readings as models for standards of writing, there are many resources available to help you learn how to write more clearly and persuasively and how to construct an argument and support it with evidence.

The History Lab is a resource center specific to the History Department in which experts (current Ph.D. students) are trained to help you with your research papers. Regardless of what stage your work is in—whether you are deciding on a topic, formulating a thesis, outlining or sharpening your argument, or revising a draft—the staff at the History Lab will work with you to improve as a writer. To schedule an individual consultation, visit <http://go.wisc.edu/hlab>. (<http://go.wisc.edu/hlab>) In addition, you are always welcome to make an appointment to speak with me about your paper argument and the sources you are using to support it.

In addition, assistance with drafting your paper beyond the revisions we will undertake in this course can be found at the the UW campus Writing Center at <https://writing.wisc.edu/> (<https://writing.wisc.edu/>)

Credit Hours; Work Expectations

This is a 3-credit course, meaning that you are expected to engage in the course's primary learning activities for a minimum of 135 hours over the course of the semester. This translates to about 9 hours per week. Thus in addition to the 115-minutes (or almost 2 hours) of our weekly in-class meetings, you should devote an additional 7 hours to course activities, which include reading, writing, and short assignments; and researching, writing, and designing your longer assignments.

Lecture Slides; Study Groups

All course materials, such as the PowerPoint slides that will accompany our lectures, will be uploaded to Canvas. Lectures will not, however, be recorded. For this reason, you should rely on the 'buddy system'. That is, find people in the course upon whom you can rely in case you must be absent for a course meeting. If you miss notes or are unsure of something, you can turn to this group of fellow students to reconstitute what you missed. Along these lines, you should develop strategies to ensure

that all or at the very least some of you are taking good notes (and at bare minimum, rotate this responsibility between yourselves weekly) so that there is always a safety net of assistance should one or more of you be indisposed.

Digital Devices

You are free to use a laptop or tablet to take notes upon lectures. However if too many of you are dreamily scrolling during class, I will ask that all digital devices be put away. In relation to readings, it will behoove you to print out a hard copy of your texts. Referring to these texts will form the basis of classroom discussion, and reading and marking up text and noting page numbers is part of analyzing them, and will ultimately be helpful in writing your papers.

Disability Accommodation

If you need accommodations in this course, please contact the McBurney Disability Resource Center as soon as possible in order to register. The University's policy on disabilities is that it "supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility." Therefore, students should inform me of any needs for instructional accommodations as soon as possible or by the end of the third week of the semester, so that we can collaborate with McBurney to meet these needs. All disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Covid Policies

As of the writing of this syllabus, we are not required to mask. However if you feel any symptoms of illness, please stay home and immediately get tested. (Click here for more [information on testing \(https://www.uhs.wisc.edu/medical/testing/#access-testing\)](https://www.uhs.wisc.edu/medical/testing/#access-testing)). If you must isolate or quarantine, I will make every effort to accommodate your academic progress, and your progress and grade will not be put at risk by staying out of class because of experiencing possible-COVID19-related symptoms. Should you be unable to attend class, we will utilize Canvas and Zoom to communicate and keep you up to date in your work.

Also—and this really applies across the board and all the time: please be aware of and sensitive to others around you, particularly those who may be struggling or having difficulties.

*This syllabus is subject to alteration and amendment, so please check both it and the modules section often.

Weekly Themes and Readings

Week 01 (Jan 24/26)

Course Introduction, Contemporary Race

Tuesday:

Review syllabus, course structure, assignments, themes, expectations

Thursday:

Lecture: Race Today; 19th-and-20th-Century Theories of Race

Documentary (Start in Class)

Pounder, Larry Adelman, Christine Herbes-Sommers, Tracy Heather et al. *Race: the Power of an Illusion*. 2003. San Francisco: California Newsreel (On **Kanopy**; **link on Canvas**)

Homework:

To get up to speed for week two, you will need to complete TWO discussion posts before we meet next Tuesday. For your first post, you should finish watching the documentary and write a 500-word summary of its argument. For your second post, read the primary (shorter) historical readings on Monstrous Races and the Heng essay on early modern race, and craft a discussion post on this.

Week 02 (Jan 31/Feb 2): Race in the Middle Ages: Monsters, Jews, Saracens

Tuesday:

Pliny, *The historie of the world: commonly called, The naturall historie of C. Plinius Secundus*. London: Adam Islip, 1601, LB, 45-47.

Bartholomaeus Anglicus, *De Proprietatibus Rerum* (ca. 1230-40), LB, 62-65.

Anonymous, *Cursor Mundi* (13th c), LB, 65-68.

Marco Polo, *Description of the World (Il Milione)*, (1298), LB, 68-69.

John Mandeville, *The voyages and travailes of Sir John Mandevile knight* (ca. 1366), LB, 70-74.

Hartmann Schedel, *Liber Chronicorum* or *The Nuremberg Chronicle* (Image and text; online)

Heng, Geraldine. "Inventions/Reinventions: Race Studies, Modernity, and the Middle Ages," in *The Invention of Race in the European Middle Ages*. Cambridge University Press, 2018, pp. 15-54.

Thursday:

Lecture: Race in the Middle Ages: Monsters, Jews, Saracens; Maps and Geography

Week 03 (Feb 7/9): Christianity: Origins and Color; The Curse of Ham

Tuesday:

The Holy Bible conteyning the Olde Testament and the Newe. London: Robert Barker, 1611. LB, 51-55.

Paracelsus, *Das Buch von der Gebarung*, 1520, Loomba & Burton, pp. 78-79.

Giordano Bruno, *De Immenso*, 1591, LB, 129-130.

John Dove, LB, pp. 189-190.

Roger Williams, *Key into the Language of America*, 1643, LB, 231-232.

Miso Spilus, *A Wonder of Wonders*, 1662, LB,

Sir Matthew Hale, *Primitive Origination*, 1677, LB, 266-269.

Brakke, David. "Ethiopian Demons: Male Sexuality, the Black-Skinned Other, and the Monastic Self." *Journal of the History of Sexuality*, 2001, Vol.10 (3/4), 501-535.

Goldenberg, David. *The Curse of Ham: Race and Slavery in Early Judaism, Christianity, and Islam*. Princeton University Press, 2009, Ch 1.

Thursday:

Lecture: Christianity: The Curse of Ham; Human Origins and Dispersion

Due by Saturday: Library Research Skills module

Week 04 (Feb 14/16): Racializing Jews, Iberia**Tuesday:**

Blood Purity Statutes from Toledo, 1449, in Kenneth Wolf, Ed. *Medieval Texts in Translation*, 2008.

Martin Luther, "Of the Jews and their Lies", 1543, LB, 79-81.

Sebastian Münster, *The Messias of the Christians and the Jewes*, 1570s, LB, 248-250.

Idem, *La cosmographie vniverselle de tout le monde...*, Vol 2. 1575,

Kaplan, Lindsay. 'The Jewish Body in Black and White in Medieval and Early Modern England.' *Philological Quarterly* 92.1, 2013, p. 41–65.

Thursday:

Lecture: Jews in Europe: the Blood Libel and the 'Racing' of Jews

Discuss Papers and Online Research Repositories (EEBO, Archives Portal Europe, Haim Beinart).

Week 05 (Feb 21/23): The Somatic Turn: Bodies and Appearance**Tuesday:**

Joannes Ab Indagine, *Briefe introduction..unto the art of chiromancy...* 1523, LB, pp. 89-90.

Vesalius, *Humani Corporis Fabrica*, 1543, LB, pp. 79.

Jean Bodin, *Method for the easy comprehension of history*, 1566, LB, pp. 93-98.

Juan Huarte, *Exame de Ingenios* (Examination of human wit), 1594, LB, 133-135.

King James VI, *Basilikon Doron*, 1599, LB, pp. 151-153.

François Bernier, *New Division of the Earth*, 1684, LB, 272-274.

Green, Monica, "Bodily Essences: Bodies as Categories of Difference," in *A Cultural History of the Human Body in the Middle Ages*. Oxford: Berg, 2010, 149–72.

Thursday:

Lecture: *The Somatic Turn: 'Reading' Bodies*

Week 06 (Feb 28/Mar 2): Animals and Heredity; the Terminology of 'Race'

Tuesday:

Pico della Mirandola, "Oration on the Dignity of Man", 1486, 1-2

Thursday:

Lecture: Animals, Renaissance 'Races', and Heredity

Week 07 (Mar 7/9): Africa, Enslavement, and Theories of Dermal Blackness

Tuesday:

Gomes Eannes de Azurara, *The Chronicle of the Discovery and Conquest of Guinea* (Excerpts), 1453

Thomas Cavendish, *The worthy and famous voyage...*, 1589, LB, 123-125.

Anthony Knyvett, *The Admirable Adventures and Strange Fortunes...*, 1591

Pieter De Marees, *Description and historicall declaration of the golden Kingdome of Ginea*, 1604, LB,

209-213

Edward Topsell, *A Historie of foure footed beasts*, 1607, LB, pp. 165-169.

Richard Jobson. *The Golden Trade*, 1623, LB, 204-206.

Sir Thomas Herbert, *A relation of some years travaile...* 1634, LB, 225-228.

Richard Ligon, *A True and Exact History of the Island of Barbados*, 1657, LB, 254-257.

Baxter, Kenneth. "The 'Moors' of West Africa and the Beginnings of the Portuguese Slave Trade," *Journal of Medieval and Renaissance Studies* 24, 1994, 449-69.

Thursday:

Lecture: Africa; The Transatlantic Slave Trade; Theories of Blackness

Discuss Annotated Bibliographies

----- SPRING BREAK • NO CLASS -----

Week 08 (Mar 14/16): Human Color and Character

Tuesday:

Johannes Boemius, *A Fardle of Factions*, 1555, LB, pp. 82-83.

Abraham Ortelius, *Theatrum Orbis Terrarum*, 1570, LB, pp. 159-161.

George Best. *A True Discourse...*, 1578, LB, pp. 108-110.

Duarte Lopes, *A Report of the Kingdom of Congo*, 1591, LB, 139-140.

Thomas Nashe, *Christ's Tears Over Jerusalem*, 1593.

George Sandys, *A Relation of a Journey...*, 1610, LB, pp. 191-197.

Sir Francis Bacon, *Sylva sylvarum: or, A naturall historie...*, 1627, LB, 214-215.

Statutes of Virginia, 1630, LB, 228-230

Sir Thomas Brown, *Pseudodoxia Epidemica*, 1646, LB, 233-238.

Robert Boyle, *Experiments and considerations touching colours*, 1664, LB, 260-264.

Thursday:

Due: Paper Topic Proposal and Outline

In-Class: How to Write a Paper

Week 09 (Mar 21/23): Muslims as Racemakers and as Raced

Tuesday:

Levtzion, Nehemia, and Jay Spaulding, Ed. *Medieval West Africa: Views from Arab Scholars and Merchants*. Markus Wiener Publishers, 2003 (Excerpts)

Leo Africanus, *A geographical historie of Africa, written in Arabicke...*, 1550, LB, pp. 153-158.

Nicholas de Nicolay, *The navigations, peregrinations and voyages, made into Turkie*, 1551, LB, 115-119.

George Abbot, *A breife descritoin of the whole worlde*, 1599, LB, 145-150.

William Biddulph, *The Travels of Four Englishmen into Africa, Asica, and other places*, 1609, LB, pp. 170-182.

Sweet, James. "The Iberian Roots of American Racist Thought," *The William and Mary Quarterly* Vol. 54, 1, Jan1997, pp. 143-166.

Thursday:

Lecture: Muslims as Racemakers and as 'Raced'

Oral Presentation

Week 10 (Mar 28/30): Africans in Europe; Eurafricans

Tuesday:

Due: Draft of Research Paper-7 pages.

No reading; paper workshopping. Peer review and how to constructively critique.

Thursday:

Lecture: Africans in Europe and Eurafricans

Oral Presentation

Week 11 (Apr 4/6): Mutability and Conversion

Tuesday:

William Rankins, *The English Ape*, 1588, LB, 121-122.

Fynes Moryson, *Itinerary*, 1617, LB, 198-201

Bulwer, *Anthropometamorphosis*, 1650, LB, 240-3.

The King of Tars (fable, tbd)

Rowe, Erin Kathleen. "After Death, Her Face Turned White: Blackness, Whiteness, and Sanctity in the Early Modern Hispanic World," *American Historical Review*, Vol. 121, no. 3, June 2016, 727–54 (Discussion, no post)

Thursday:

Lecture and paper exercises as needed

Oral Presentation

Week 12 (Apr 11/13): Latin America: Caste and Colonialism

Tuesday:

Selections from Alonso de Sandoval's Treatise on Slavery. (*De instaurada Aethiopum salute*, Ed. Nicole von Germeten. Cambridge: Hackett Publishing, 2008.

Nuttal, Royal Ordinances Concerning the Layout of towns, *Hispanic American Historical Review*, 4/4, 1921, 743-753.

Casta painting images

Katzew, Ilona. "White or Black? Albinism and Spotted Blacks in the Eighteenth-Century Atlantic World", in *Envisioning Others: Race, Color, and the Visual in Iberia and Latin America*, Leiden: Brill, 2015.

Thursday:

Lecture: Race and Caste in Latin America; Casta Paintings

Oral Presentation

Week 13 (Apr 18/20): The Eighteenth Century: Science, Theater, Law, Gender

Tuesday:

Thomas Jefferson, *Notes on the State of Virginia* 1785 (excerpts)

'Blacks' in Valmont-Bomare. *Universal reasoned dictionary of natural history...* 1795, Vol. 22., Translated from the Italian.

Coleman, Arica. Notes on the State of Virginia: Jeffersonian Thought and the Rise of Racial Purity Ideology in the *Eighteenth Century*, in *That the Blood Stay Pure: African Americans, Native Americans, and the Predicament of Race and Identity in Virginia*. Indiana University Press, 2013, 42-63.

Spear, Jennifer. "Clean of Blood, without Stain or Mixture": Blood, Race, and Sexuality in Spanish Louisiana," in *A Centre of Wonders: The Body in Early America*. Cornell University Press, 2001, 95-108.

Thursday:

Lecture: Eighteenth-Century Theories of Race and Related Developments

Oral Presentation

Week 14 (Apr 25/27): Back to the Future?

Tuesday:

Seth, Vanita. "The Origins of Racism", *History Compass*, 2020.

Lecture: Race and Racism into the Present

Oral Presentation

Thursday:

Film: Race in the 20th Century and Beyond

Week 15 (May 2/4): Recap and Review

Tuesday:

Discuss; Recap Course Themes

Oral Presentation(s)

Thursday:

Discuss; Recap Course Themes

Oral Presentation(s)

Due: Final Research Papers with Peer Critiques Implemented

Course Summary:

Date	Details	Due
Sun May 8, 2022	 Digitized Baptism Records (https://canvas.wisc.edu/courses/344564/assignments/1809111)	due by 8:55am
Mon Jan 23, 2023	 Film Response	to do: 1pm

Date	Details	Due
Tue Jan 24, 2023	 The Middle Ages and the Monstrous Races	to do: 11:59pm
Thu Jan 26, 2023	 Oral Presentations Sign-Up Sheet	to do: 12pm
Tue Jan 31, 2023	 Basic Library Research Skills and Principles (https://canvas.wisc.edu/courses/344564/assignments/1809110)	due by 11:59pm
Wed Mar 22, 2023	 Outline of Final Research Paper (https://canvas.wisc.edu/courses/344564/assignments/1809117)	due by 3:30pm
Thu Mar 23, 2023	 In Class: How to Write a Paper (https://canvas.wisc.edu/courses/344564/assignments/1809114)	due by 11:59pm
Mon Apr 10, 2023	 Draft of Final Research Paper (https://canvas.wisc.edu/courses/344564/assignments/1809112)	due by 3:30pm
Sat Apr 15, 2023	 Annotated Bibliography (Dec 10) (https://canvas.wisc.edu/courses/344564/assignments/1809109)	due by 3:30pm
Wed Apr 19, 2023	 Oral Presentation (https://canvas.wisc.edu/courses/344564/assignments/1809116)	due by 11:59pm
Thu May 4, 2023	 Final Research Paper -9p-Due May 4 (https://canvas.wisc.edu/courses/344564/assignments/1809113)	due by 3:30pm
	 Participation (https://canvas.wisc.edu/courses/344564/assignments/1809118)	

Date	Details	Due
	 Primary Sources: Reading, Analyzing, Presenting (https://canvas.wisc.edu/courses/344564/assignments/1809119)	
	 Using and Embedding Quotes and Evidence (https://canvas.wisc.edu/courses/344564/assignments/1809120)	