American Studies 370/History 350R/Mexican American Studies 374
Fall 2011
Race and Citizenship in U.S. History
W, 3-6 p.m., 0.128 Garrison Hall

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Course Description
Race has been key in defining citizenship since the founding of the United States of America. From the earliest treaties with Indians, the Treaty of Guadalupe Hidalgo, and the 14th Amendment, to the Jones Act, Japanese internment and the aftermath of Hurricane Katrina, race has outweighed citizenship in determining the lived experience of many Americans. In this course we will use primary and secondary sources to analyze how race and citizenship have functioned for populations of color in the United States. We will examine events in U.S. history and consider how race shaped the rights of various groups.

This course carries the **Cultural Diversity Flag**. We will examine the histories and lived experiences of communities of color in the United States throughout the semester. In addition, this has been designated and designed as a writing-intensive course and carries the **Writing Flag**. As such, writing will be a significant part of the workload for this course, and the bulk of your grade will be determined by your writing. This course has also been designed to promote critical thinking and engagement, thus the remainder of your grade will be based on your engagement with course materials in class. Accordingly, attendance is mandatory.

Required Readings
George Lipsitz, *The Possessive Investment in Whiteness* (2006 edition)
Tim Wise, *Color-Blind*
A packet of required readings will be available at Jenn's on Guadalupe at Dean Keaton.
A few required readings will be available on Blackboard.

The bulk of the reading for this course will be materials you collect for your research project.

Class Environment
This class requires thoughtful discussion of the assigned readings as well as reflection on your research topic, those of your classmates, and related readings. You are expected to show respect for and thoughtful consideration of issues discussed in class. We will be working collaboratively throughout the semester to understand the complex issues raised by the readings, in-class activities, and your research project.

Policies
Grading: A grade of C denotes basic fulfillment of all course requirements. Grades of A and B are given for original work that exceeds the course requirements, with an A denoting outstanding achievement. A grade of D will be given to work that attempts to meet the requirements but misses specified details. Work that does not fulfill the requirements of the course will be graded F. Plus and minus grades will be issued for this course. An 87 must be earned for a B+, an 83 will designate a B-, and so on. No incompletes will be given in this course. **Any act of scholastic dishonesty will result in an F for the course and referral to Student Judicial Services.**

Your grade for the course will be based on the following:

Assignment	due date	% of grade
Definition of citizenship	9/21	5
Research proposal	9/28	10
Primary source analysis	10/12	10
Paper (including draft and process)	11/16 (draft), 11/30 (final)	50
Participation	weekly	25

Definition of citizenship: (750 words) We will begin defining citizenship on the first day of class. As your project develops, you will refine your definition, drawing on the readings as well as your own research.

Research proposal: (1300-1400 words) The research proposal outlines the project and how it will expand our thinking on race and citizenship in U.S. history. It will offer a refined definition of citizenship and a broad range of primary and secondary sources.

Primary source analysis: (1300-1400 words) The primary source analysis will demonstrate the significance and meaning of one or more primary sources, using course and other secondary readings for support.

Paper, including draft and process: (4000 words) The final paper is due the last day of class and is worth 50% of your final grade. Included in this is a grade for your draft, due November 16, and your written feedback to your research/writing group members on their drafts. **The draft is a complete paper, spell-checked, with proper citations and bibliography. Drafts that do not meet these standards will be marked down, affecting the final grade on the paper.** Comments from the professor and classmates will focus on argument, organization, flow, etc. Your final paper and all other writing assignments in this class will use Chicago-style footnotes and bibliography (not included in the word count).

Full requirements of each assignment are in the course reader.

This is a writing-intensive course. You will have weekly writing assignments in and out of class. **All assignments are to be typed and double-spaced. Come to class every week prepared to talk about progress on your project, particularly how the readings and your new sources are advancing your thinking on race and citizenship in U.S. history. Bring the readings to class every week. This is a seminar. We will talk in detail about readings every week.** Learning does not happen in isolation, it happens by engaging the material, the professor, and your classmates, along with the issues and ideas from the readings and your own writing. Therefore, **if you are not in class to turn in and discuss any writing assignment, your grade on the assignment will drop 10%.**

I encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222, http://www.uwc.fac.utexas.edu/ for free, individualized help by appointment or on a drop-in basis. This is a good place to get feedback on your work before sharing it with us.

Participation:
Throughout the semester you will be required to turn in assignments related to your final paper (e.g. research idea, in-class writing, etc.). If not listed in the table above, these assignments will be factored into your participation grade. More importantly, these

assignments are building blocks for your research project and a valuable opportunity to receive feedback as you progress.

Class discussions, group work, and scheduled meetings will be a significant part of the course. You are expected to be on time for class and meetings. If you are consistently late, or leave early, this will affect your final course grade. These activities and the credit associated with them cannot be made up. Since the class only meets once a week, each class session covers one week of work. **If you miss the equivalent of two weeks of class, your final grade will drop one letter grade. If you miss the equivalent of three weeks of class, you cannot pass. Attendance is mandatory.**

On September 21 and 28, we will have a customized session at the PCL and the Briscoe Center for American History, respectively. **These sessions are both required. If you do not attend these sessions, in their entirety, you cannot pass the class.**

In the last half of the course, you will often work in a research/writing group. Your productive participation in your group is critical to the success of your group members. You are expected to be in class, on time, and ready to provide constructive feedback to your group mates. If you are not present for these meetings, you will have to provide written feedback to your group members and Prof. Mtz. via e-mail.

Late registration for this course: If you add after the first class session, you cannot afford to miss any classes. If you miss the equivalent of one class week of class, your final grade will drop one letter grade. If you miss the equivalent of two classes, you cannot pass the course.

If you add this course after the first class session, you must see me before coming to class. **You will need to complete a writing assignment for each week of class you missed and discuss it with me before joining the class.** The first day of class is absolutely foundational to the course. Each subsequent class period builds on that foundation. Though I cannot reproduce those class periods for you, I can make sure you get the same basic foundation as your classmates.

Academic integrity: Scholastic dishonesty includes, but is not limited to, cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. **Any act of scholastic dishonesty will result in an F for the course and referral to Student Judicial Services.**

Use of Technology in the Classroom: Laptops, cell phones, iPads and iPods are all great tools. However, their use is not allowed in our classroom. If you are texting during class, not only are you not participating, you are distracting others from doing so. This will affect your participation grade. In addition, you may be asked to leave if you are a repeat offender of this most basic courtesy. You will be counted as absent.

Communication: Course information and updates will be available via Blackboard. **It is your responsibility to keep your UT contact information current and check your e-mail and Blackboard regularly.**

Appropriate Accommodation: Accommodation will be provided for students with disabilities that have been documented by the UT Services for Students with Disabilities. If you have a disability requiring accommodation, **please notify me at the beginning of the course. Accommodations take time to implement.**

Religious Holy Days: According to UT policy, you must notify me of your pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class or assignment to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

My approach: In my many years as a student, I learned the most from professors who had high expectations. I pass that along to you. I teach based on the assumption that you are here to learn. I do not spew information at you to have it spewed back at me. Rather, I provide puzzle pieces in the form of lectures, readings, discussions, films, etc. Your job is to illustrate **what *you* discover** by putting these puzzle pieces together. You will do this in writing the majority of the time. Writing well takes practice. I provide guidelines throughout this syllabus and in class on a regular basis to help you succeed in my class. Successful students make good use of these materials and the support offered through office hours and the Undergraduate Writing Center ***throughout the semester*.**

Useful Websites
National Archives: http://www.archives.gov
Library of Congress: http://www.memory.loc.gov
Congressional Documents: http://memory.loc.gov/ammem/amlaw/lawhome.html
Making of America: http://quod.lib.umich.edu/m/moagrp/ and
http://cdl.library.cornell.edu/moa/
Documenting the American South: http://docsouth.unc.edu
Online Law Dictionary: http://www.law-dictionary.org

Important UT resources
Briscoe Center for American History: http://www.cah.utexas.edu/
LBJ Library and Museum: http://www.lbjlib.utexas.edu/
Ransom Center: http://www.hrc.utexas.edu/
Undergraduate Writing Center http://uwc.utexas.edu/

Course Schedule
(subject to change)

8/24 **Introduction to the Course**
race and citizenship

8/31 **Asking Good Questions**
Reading: Lipsitz, Introduction-Chapter 6
Preliminary research on legislation, event, treaty, or topic that interests you, using websites above, as well as the library.

9/7 **Primary and Secondary Sources**
Reading: Lipsitz, Chapter 7-end
Writing: **Research idea due**

9/14 **The "Post-Racial" United States?**
Reading: Wise

9/21 **Library Research, Analyzing and Assessing Sources**
Reading: Ho, Semple and Polgren, Sommerville, Sontag, Feldman, Liptak
Writing: **Definition of Citizenship due**
3:00 Meet in the lobby of Perry Castañeda Library promptly at 3:00
3:00-4:00 presentation
4-4:45 independent library work
5:00 reconvene in 0.128 GAR with notes on a new source for your project that you found at the library
Reminder: **This is a required class session. If you do not attend this session, in its entirety, you cannot pass the class.**

9/28 **Sterilization of Women of Color in the United States**
Reading: Torpy, Briggs, Gutierrez, Fields-Meyer, and Against Their Will: North Carolina's Sterilization Program, http://againsttheirwill.journalnow.com/
Writing: **Research Proposal Due**
3:00 Meet in the lobby of the Briscoe Center for American History, Sid Richardson Hall
3:00-4:00 Customized session with archivist John Wheat
4:00-5:00 Independent work in BCAH and individual meetings with Prof. Mtz. to discuss research proposal and share notes on primary source from BCAH
Reminder: **This is a required class session. If you do not attend this session, in its entirety, you cannot pass the class.**

10/5 **Men of Color in U.S. wars**
Reading: Acuña, Holm, Terry, Trujillo

10/12 **Racial Formations, the United States in the World**
Reading: Omi and Winant
Writing: **Primary Source Analysis due**

10/19 **Writing the Research Paper: Creating an Argument, Documenting Research**
Reading: Writing Series
Writing: **Thesis due**

10/26 **Writing the Research Paper**
No class, work week

11/2 **Writing the Research Paper: Setting the Stage**
Writing: **Introduction due**
Bring a copy for each member of your research/writing group and Prof. Mtz.

11/9 **Writing the Research Paper**
No class, work week

11/16 **Revising the Research Paper**
Writing: **Draft due** (4000 words plus footnotes and bibliography)
Bring a copy for each member of your research/writing group and Prof. Mtz.

11/23 **Revising the Research Paper**
No class, writing groups meet with Prof. Mtz., 11/17-22
Come with written feedback on drafts and completed review forms.

11/30 **Surviving the Research Paper**
Writing: **Research paper due** (4000 words plus footnotes and bibliography)

There is no final exam in this class.

Professor Martínez's Grading Guidelines

A A paper *excellent* in over-all quality

1.) has a clearly stated thesis or aim of exceptional interest.
2.) is well-organized to present that thesis or aim.
3.) shows that the student has read carefully and developed original responses to the readings.
4.) uses examples and evidence persuasively in support of analysis.
5.) has no mechanical errors or grammatical problems to interfere with comprehension.
6.) has appropriately and completely documented use of sources using Chicago-style footnotes.

B A paper *good or very g*ood in over-all quality

1.) has a clearly stated thesis or aim.
2.) is adequately organized to present that thesis or aim.
3.) shows that the student has read carefully, although responses may be inconsistently developed and may not be original.
4.) uses examples and evidence competently to support analysis.
5.) has few mechanical errors or grammatical problems, that do no interfere with comprehension.
6.) has documented use of sources using Chicago-style footnotes, with minor errors.

C A paper *fair* in over-all quality

1.) includes a statement of thesis or aim.
2.) is for the most part logically organized.
3.) shows that the student has done the reading. Comprehension may be faulty and/or arguments undeveloped.
4.) uses examples and evidence but these do not support analysis persuasively.
5.) has several mechanical errors or grammatical problems that do not interfere with comprehension.
6.) has incompletely or inconsistently documented sources using Chicago-style footnotes.

D A *unacceptable* paper

1.) attempts unsuccessfully to state a thesis or aim.
2.) is poorly, even illogically, organized.
3.) suggests that the student has read only superficially, or perhaps not at all.
4.) uses few or poor examples and evidence, or uses them in a confused way.
5.) has mechanical errors and grammatical problems that interfere with comprehension.
6.) has not demonstrated the appropriate documentation of sources using Chicago-style footnotes.

E A *failing* paper

1.) fails to state a thesis or aim.
2.) has no discernable organization.
3.) does not reflect on, or reflect accurately the reading.
4.) uses no examples or evidence, or uses them in a confused way.
5.) has mechanical errors and grammatical problems that interfere with comprehension.
6.) Has failed to document sources appropriately using Chicago-style footnotes.

Professor Martínez's Rules by Which to Live

- **Follow the directions.** Answer the question. Do the minimum required if you want a C. A and B students use a range of sources and use them as evidence to support their claims.

- **HAVE A TITLE!** Your title should hint at the thesis, not just name the subject.

THESIS

- **HAVE A THESIS!** A thesis does not summarize what you are about to do. *The thesis should be arguable, not a simple fact or an unsubstantiated statement of personal opinion.* Your thesis is the purpose of the essay; it is what you are trying to convince your reader to believe. As you study your material, develop a position. This should be clearly presented in the introduction. **Highlight or underline your thesis**.

  Compare the beginning of the paper with the end. Make sure that you make the same argument all the way through. Your paper may develop in an unexpected direction as you write, producing a more sophisticated idea than the one with which you began. Reread your paper to make sure all the paragraphs are in harmony with the new idea.

EVIDENCE

- **Have evidence for your argument.** Only use quotations that you can discuss. In a short paper, you will have to select only the very best from a lot of great evidence. When rereading your paper, make sure it is *your* voice and *your* arguments that are clearest in each paragraph, and not the voices and arguments of the authors you are citing. **Your words, not quotes, should begin and end paragraphs.** You always set the tone of the paragraph and get the last word.
- **Integrate sources.** Bring a variety of sources into conversation with each other. Do not summarize films or readings. We are quite familiar with them. Instead, use sources to support your claim. The more you *connect* varied sources, the more evident your analysis will be.

- **Cite your sources.** Any time you use a source, it must be cited in your paper and you must have a footnote. As historians, we use *Chicago-Style* footnotes. We will go over this in class. Pay attention. Take notes. See:
  http://www.chicagomanualofstyle.org/tools_citationguide.html

- **Never use more than THREE quotations in a single paragraph.** Follow the quote with an explanation of how it relates to your argument, rather than assume its meaning is self-evident. Do not use big block quotes, and never end a paragraph with an un-analyzed quote.

- Quotes longer than 3 lines should be indented 1/2" on the left and single-spaced. Your words must contextualize and explain the relevance of any quote.

- A good quote is stated in a unique way or captures an unusual perspective. Do not quote, but still cite, when it easily can be put in your own words. If you fail to acknowledge the source of your information or ideas, you are guilty of **PLAGIARISM**, a serious academic offense, **which will result in an F for the course and referral to Student Judicial Services.**

PARAGRAPHS

- **Your words, not quotes, should begin and end paragraphs.** You set the tone of the paragraph and you get the last word. I realize this is stated above. It bears repeating.
- **Each paragraph should develop a single point.** Think of a paragraph as a mini-paper. In the first sentence or two of each paragraph, tell the reader what the point is, making sure it ties back to your larger argument. In the following sentences, examine that point and back it up with data from your sources. It is never enough to state a point without analyzing it. Explain why that point is important, and how it is linked to the rest of the paper.

GENERAL GUIDELINES FOR STRONG ACADEMIC WRITING

- **Write an introduction.** The introduction should present a map of what you will argue. Set the stage: time, place, and broad ideas you will consider. It should be intriguing.

- **Write a conclusion.** Sometimes students get tired when they reach the suggested length of the paper, and they just stop. Keep going! Re-assert your thesis, summarize your points, and exit gracefully. **Then, revisit your introduction to confirm that it is in agreement with your conclusion.**

- **Do not express beliefs or opinions.** Use facts and evidence you can document. Personal experience is factual evidence, but use it carefully and judiciously. It must complement course material, not replace it.

- **Use strong, convincing language.** "I think," "I believe," and "I hope" *are not* convincing. I argue, I demonstrate, I show *are* definitive statements.

- **Avoid judgmental language or language that assumes your reader's position on the topic.** "Absurd," "outrageous," "should," and "of course" violate this basic rule.

- **Use past tense.** This is history; it already happened. Write your paper with that in mind. When you refer to an author, you may use present tense: "Acuña suggests…"

- **Know your problems:** word choice, spelling, grammar, and style. Do not repeat them in subsequent assignments.

- **Do not use slang, contractions or informal language in your writing.** Using such language in quotes, or using the terms authors use is appropriate.

- **Never, ever turn in something that has not been spell-checked and proofread.**

Your tuition dollars pay for the Undergraduate Writing Center. Use it!
http://uwc.utexas.edu/ 211 FAC, 471-6222 M-Th, 9-7; F, 9-3

Go early and often! They will help you develop your argument, outline your paper, and polish your conclusion. They send me an e-mail each time you visit, which I keep in mind when I determine final grades.

Avoiding Plagiarism in History Courses

Plagiarism is one of the most prevalent and serious forms of scholastic dishonesty occurring at this university. When detected, plagiarism is likely to leave permanent effects upon a student's academic record and career prospects. Faculty members and Student Judicial Services assess academic penalties for this transgression ranging from failure in the course to expulsion from the University. **This handout is designed to help you understand what plagiarism is--and to help you avoid committing it.**

The University's Institutional Rules (Section 11-802(d)) define plagiarism as including, "but not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any other means material that is attributable in whole or in part to another source…and presenting that material as one's own academic work offered for credit." This definition is legalistic and wordy, but in courses at this university it comes down to this: **plagiarism is handing in someone else's work and taking credit for it as if it were your own.**

When a student is charged with plagiarism, it is irrelevant to the University whether the transgression was intentional or inadvertent. **The student who commits plagiarism through carelessness is just as accountable as the student who sets out to deceive.**

Opportunities for plagiarism in history courses often arise from a paradox that is embedded in our discipline: we require that your work be your own, but historical scholarship is inherently communal and cumulative. Historians are expected to engage and build upon the work of their colleagues and predecessors--and they are expected to be "original" at the same time.

Plagiarism in history courses can take many forms. Copying another person's published or unpublished writing word-for-word without quotation marks and without attribution is the most obvious and blatant instance. Plagiarism also includes paraphrasing another writer's ideas too closely or without adequate attribution. (See examples below.) There is also an infraction known as "self-plagiarism": it is an offense against University rules to turn in the same work for credit more than once unless all involved instructors consent in advance.

The development of Internet search engines, the process of downloading, and the ease of cutting and pasting text on a computer as you write successive drafts have made plagiarism--whether intentional or inadvertent--much easier to commit. (Of course these same search engines have also made plagiarism much easier for an instructor to detect.) **The process of copying material from one or more websites, rearranging it to suit your purposes, and pasting this concoction into your drafts does not make it "your" work. However artfully done, it is simply an innovative form of plagiarism.**

How do you avoid committing plagiarism? Here are some basic tips:

1. Historians use a variety of citation formats, including footnotes, endnotes, and indicating their source directly in their text within parentheses. Within those formats, they use a variety of styles. Ask your instructor for guidance on a uniform system of citations--and follow that advice.

2. Take notes carefully. Whenever you copy a direct quotation, protect yourself by putting quotation marks around it. Attach a full, accurate citation to any borrowed passage, whether quoted or paraphrased, and keep it attached as you write.

3. Although borrowed ideas must be fully acknowledged in a citation, you do not need to provide a citation for information that your reader can reasonably be expected to know. When in doubt, include a citation.

4. You can avoid plagiarism by learning how to paraphrase. It is much easier to avoid plagiarism that involves verbatim copying or handing in the same paper twice than it is to avoid plagiarism that involves paraphrase, probably the trickiest area of all. Certainly it is the area where most instances of plagiarism occur.

A paraphrase is borrowed text digested and rewritten in one's own words for one's own purposes. Because the thought is expressed in your own words, you do not encase it in quotation marks. But because the thought is borrowed, its source must be acknowledged. Students often run into trouble on both counts: they paraphrase without attribution, and they stay too close to the wording and structure of the borrowed text. Simply moving your source's words around and inserting a few of your own is not acceptable; it is still plagiarism.

To help you master the difference between acceptable and unacceptable paraphrase, here is a statement written by a historian, followed by three examples of how a student might use it. Only the third example is not an instance of plagiarism.

Original passage: *"Revising interpretations of the past is intrinsic to the study of history. But no part of the American experience has, in the last twenty-five years, seen a broadly accepted point of view so completely overturned as Reconstruction--the violent, dramatic, and still controversial era that followed the Civil War. Since the early 1960s, a profound alteration of the place of blacks within American society, newly uncovered evidence, and changing definitions of history itself have combined to transform our understanding of race relations, politics, and economic change during Reconstruction."*[1]

[1]Eric Foner, *Reconstruction: America's Unfinished Revolution* (New York: Harper & Row, 1988), xix.

Example 1: *Revisionism is inherent in historical scholarship, but in the last generation no phase of American history has undergone a more drastic transformation in the way it is understood by historians than Reconstruction, the period of political, social, and economic upheaval after the Civil War. This revised interpretation is the result of new evidence, new modes of historical scholarship, and the altered status of African-Americans in the United States in the last half-century.*

This is plagiarism because the content and structure of the passage are obviously taken from Foner's passage without citation.

Example 2: *According to Eric Foner, changing interpretations of the past are intrinsic in the writing of history. But he believes that no period in American history has witnessed a widely accepted understanding so drastically overturned in the last quarter century as Reconstruction--the tumultuous and bloody period following the Civil War. Over the last forty years, a profound change in the place of blacks in our society, newly discovered evidence, and new understandings of history itself have converged to alter our understanding of race relations and the political and economic changes that occurred during Reconstruction.*[1]

[1]Eric Foner, *Reconstruction: America's Unfinished Revolution* (New York: Harper & Row, 1988), xix.

This example is also plagiarism but of a somewhat different sort. Although it cites its source, it still is unacceptable because it, too, tracks the structure and language of Foner's writing too closely.

Example 3: *Eric Foner begins his magisterial book with the point--by now something of a commonplace--that the upheaval in Reconstruction historiography in the late twentieth century was in part a result of the civil rights movement.*[1]

[1]Eric Foner, *Reconstruction: America's Unfinished Revolution* (New York: Harper & Row, 1988), xix.

This paraphrase is acceptable because, in its own "digested" words and with its own viewpoint and purpose, it summarizes Foner's point and it supplies a full citation.

5. Read more about what plagiarism is and how to avoid it--and see more examples of it--at the Student Judicial Services website:
http://deanofstudents.utexas.edu/sjs/academicintegrity.html

Department of History
University of Texas at Austin
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