

Winter 2017  
HIUS 174  
Location: HSS 4025  
Wed 12:00-2:50p

Professor Man  
Office: HSS 4051  
Office Hours: T/Th 11-12p  
Email: siman@ucsd.edu

## RACE WARS IN AMERICAN CULTURE

### DESCRIPTION

This seminar approaches contemporary issues related to race and state violence within the long arc of U.S. imperial history. From the conquest of Native peoples to the Philippine-American War, from the first slave patrols to the modern imprisonment regime, from the war on drugs to the war on terror—wars have been central to producing ideas about race and nation in U.S. society. Approaching the study of race in broad imperial contexts, we ask: how have racial ideologies worked to rationalize U.S. wars at home and abroad? In turn, how have wars reinforced and reified racial concepts, representations, and practices? We will pay particular attention to how historically marginalized populations have responded to state violence, from proclaiming their loyalty and patriotism to engaging in critical acts of protest.

### COURSE OBJECTIVES

Students will develop analytical reading skills and learn to ask informed questions that challenge and reframe conventional interpretations of U.S. history. You will hone your skills in critical reading, learn to express ideas verbally and in writing, and mobilize evidence to critique and to substantiate arguments. You will also learn the craft of writing an argumentative essay that demonstrates the creative application of course materials.

### REQUIRED TEXTS

Moustafa Bayoumi, *This Muslim American Life: Dispatches from the War on Terror* (2015)  
Naomi Murakawa, *The First Civil Right: How Liberals Built Prison America* (2014)  
Kimberley L. Phillips, *War! What is it Good For? Black Freedom Struggles and the U.S. Military from World War II to Iraq* (2012)

### GRADE

Class Participation: 30%  
Reading Responses: 10%  
Leading Discussion: 10%  
Short Paper (4-5 pages, due week 4): 20%  
Final Paper: 30%

### REQUIREMENTS

#### Participation (30%)

You are expected to be present for all class sessions, to complete the assigned readings as scheduled, and to participate substantively in discussions. Please bring your readings to class.

#### Reading Responses (10%)

To facilitate informed discussions, you are required to post your **short response/and or questions to the readings** (approximately 250 words) on Blackboard each week by

Tuesday, 8pm. These responses should not only be a summary of the readings, but should demonstrate your *critical engagement* with the texts, including raising generative questions and connecting them to previous readings and the broader themes of the course. You are encouraged to read each other's responses prior to class, as they will form the basis of our discussions.

You will not have to submit reading responses the following two weeks: Week 4 (when your response paper is due); and during the week that you will (co-)lead discussion.

### **Leading Discussion (10%)**

Each student will sign up to **lead class discussion with a 5-10 minute presentation** on a selected day. Your presentation will help set the parameters of the discussion. There are two required components to your presentation: 1) to situate the readings within the themes of the week; and 2) to raise a set of questions to guide the discussion. You are not expected to summarize the readings—you should presume everyone has done the readings. I am available during office hours if you need feedback during the planning process. Here are some suggestions you may consider:

- Present other primary source materials to stimulate discussion
- Highlight points, problems, and hypothesize about what is at stake in the reading
- Incorporate the comments/questions of your classmates from the blog

### **Short Paper (due week 4) (20%)**

During week 3, I will distribute an essay prompt that requires you to synthesize the readings up to week 4 and to produce a 4-5 page argumentative essay. You will be graded 1) on your ability to synthesize the course materials up to that point in the class, including materials drawn from class discussions and readings, and 2) on your ability to generate an argument through the course materials.

### **Final Paper (30%)**

The final paper (10-12 pages, double-spaced, 12 point Times or Times New Roman font, 1 inch margins) may be written on any topic relevant to the themes of the course. It must include a clear and concise argument, use and cite relevant assigned readings, and engage primary and secondary sources beyond the course. I will say more on this assignment as the quarter proceeds. Please note the following dates and deadlines:

- 1) Week 4: Schedule individual meetings with me to discuss ideas and secure approval for your paper topic
- 2) Week 5: A one-page paper proposal and tentative bibliography of primary and secondary sources due in class
- 3) Week 8: A draft of your introduction due in class

**The final paper is due March 20.**

## **SCHEDULE**

### **Week One: Introduction**

### **Week Two: Whiteness as Property**

Readings: George Lipsitz, "The Possessive Investment in Whiteness," in *The Possessive Investment in Whiteness*, 1-23.

Nikhil Singh, "The Whiteness of Police," *American Quarterly* (December 2014), 1091-1099.

Sally E. Hadden, "Colonial Beginnings and Experiments," in *Slave Patrols: Law and Violence in Virginia and the Carolinas*, 6-40.

### **Week Three: The Limits of Freedom**

Readings: Saidiya Hartman, "The Burdened Individuality of Freedom," in *Scenes of Subjection*, 115-124.

Sarah Haley, "Carceral Constructions of Black Female Deviance," in *No Mercy Here*, 17-57.

Nayan Shah, "Policing Strangers and Borderlands," in *Stranger Intimacy*, 53-89.

### **Week Four: Race and Counterinsurgency**

Readings: Paul Kramer, "From Hide to Heart: The Philippine-American War as Race War," in *Blood of Government* (2006), 87-158.

## **SHORT PAPER DUE IN CLASS**

### **Week Five: Policing National Borders**

Readings: Kelly Lytle Hernandez, "The Early Years" and "A Sanctuary of Violence," in *Migra! A History of the U.S. Border Patrol* (2010), 19-69.

Seema Sohi, "Race, Surveillance, and Indian Anticolonialism in the Transnational Western U.S.-Canadian Borderlands," *Journal of American History* (September 2011), Vol. 98, issue 2, 420-436.

"Death in the Sands: The Horrors of the U.S.-Mexico Border," *Guardian*, October 4, 2016.

### **Week Six: The Insurgent Sixties**

Readings: Kimberley L. Phillips, *War! What is it Good For?*

### **Week Seven: The Rise of Mass Incarceration**

Readings: Naomi Murakawa, *The First Civil Right*

Film Screening: 13<sup>th</sup>

### **Week Eight: The War on Terror**

Readings: Bayoumi, *This Muslim American Life*

## **DRAFT OF INTRODUCTION AND OUTLINE DUE IN CLASS**

### **Week Nine: Toward Abolition Democracy**

Readings: George Lipsitz, "Policing Place and Taxing Time on Skid Row," in Camp and Heatherton, eds., *Policing the Planet* (123-139)

"Abolitionist Alternatives," in Angela Davis, *Are Prisons Obsolete?* 105-115.

Movement for Black Lives, "A Vision for Black Lives: Policy Demands for Black Power, Freedom, and Justice"

### **Week Ten: PAPER WORKSHOP**

#### **March 20: Final Paper due**

#### **UCSD's Statement on Academic Integrity**

All suspicions of integrity violation will be reported to the Academic Integrity Office according to university policy. Integrity violation is not just blatant cheating (e.g., copying off another student during an exam), but what you might have thought of as "minor cheating" in high school, for example: copying other students' papers or homework; copying or using old papers/report; working with others on individual assignments; forgetting to cite material you took from an outside resource; turning in work completed in total or part by another. The Policy on Integrity of Scholarship ([academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu)) and this syllabus list some of the standards by which you are expected to complete your academic work, but your good ethical judgment (or asking me for advice) is also expected as we cannot list every behavior that is unethical or not in the spirit of academic integrity.

Those students found to have committed academic misconduct will face administrative sanctions imposed by their college Dean of Student Affairs and academic sanctions imposed by me. The standard administrative sanctions include: the creation of a disciplinary record (which will be checked by graduate and professional schools); disciplinary probation; and attendance at an Academic Integrity Seminar (at a cost of \$75). Students can also face suspension and dismissal from the University; those sanctions are not at my discretion. Academic sanctions can range from an F on the assignment to an F in the class. The appropriate sanctions are determined by the egregiousness of the Policy violation. Students who assist in or are complicit with cheating could also be in violation of the Policy. Thus, students who become aware of their peers either facilitating academic misconduct or committing it should report their suspicions to me for investigation.

#### **Disability Accommodations**

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further information:  
858.534.4382 (phone)

osd@ucsd.edu(email)

<http://disabilities.ucsd.edu>(website)