
CRN 13977
Fall 2013
Dr. Jeffrey P. Shepherd
LART 310 / Wednesdays 4:30-7:20

Office: LART 326
Hours: Tues & Wed 1:30 – 3:00
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Course Description
This course investigates two interlocking themes, both central to U.S. history: race and empire. The historiography on race is extensive and remains a driving factor in scholarship. The historiography on U.S. empire is more idiosyncratic: most debates center on “if and when” America became an empire, if it recanted its imperial “moment” of the 1890s, and how it differed from “older,” European imperialism. Yet, debates about empire strike to the core of the American “character” as a beacon of liberty, thus they demand scholars see beyond deep ideological biases. This course will interrogate such profiles by placing these two themes in conversation. We will ask a series of questions: how has race buttressed U.S. imperialism, and how has the building of empire helped racialize “Others” on the fringes of the American body politic? How have relations with Native Peoples shaped U.S. racial systems as well as the patterns, technologies, and genealogies of empire? Why do few Americans, even many scholars, believe the U.S. was or is an empire? What can race and empire reveal about key events and moments in U.S. history, such as: westward expansion, the War with Mexico, immigration and transnationalism, foreign relations, the Cold War, and globalization? Through a balance of historiography and analysis of “content,” students will read books that integrate these two themes. Students will have two options of assignments: write three medium-length papers (8 pages) that consider the history and historiography of these topics, or write one extended paper (20-22 pages) that fulfills a similar objective.

Required Readings
Peter Silver, Our Savage Neighbors: How Indian War Transformed Early America. (W.W. Norton, 2009)
Mark Rifkin, Manifesting America: The Imperial Construction of U.S. National Space (Oxford, 2012)
Laura Gomez, Manifest Destinies: The Making of the Mexican American Race (NYU Press, 2008)
Mathew Frye Jacobson, Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917 (Hill and Wang, 2001)
Paul Foos, A Short, Offhand Killing Affair: Soldiers and Social Conflict During the Mexican-American War (UNC Press, 2002)
Dorothy Fujita-Rony, American Workers, American Power: Philippine Seattle and the Trans-Pacific West, 1919-1941 (University of California, 2002)
Kauanui, Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity (Duke, 2008)
Assignments, Assessment and Course Expectations

**Book Summaries** (10 x 10 = 100 pts)
These summaries cover the main components of a book and must contain the following elements: brief author bio; thesis and argument; summary of content and themes; sources and methods; critique and analysis; and quotes from book reviews. You will use the template I distribute in class.

**Annotated Bibliography** (50 pts)
Students will compile an annotated bibliography of ALL BOOKS used in the class and the books you use for your papers. This will be submitted separately from the references tied to your papers. If you are a Ph.D. student you will incorporate this bibliography into the annotated bibliography for your portfolio.

**Attendance and Participation** (100 pts)
All students will regularly contribute to discussion. All articles are posted on the course website. Attendance is mandatory, but you are allowed one unexcused absence before I deduct 25% of your grade per missed class. Think about dropping the course if you foresee missing more than one class. Chronic absences will result in failure of the course. You also must arrive on time and remain in class. You are also required to pair up with another student to lead class discussion on a book.

**Synthetic Paper(s)**

*Option 1:* (150 pts)
One synthetic essay that includes a narrative analysis of content, themes, patterns, and events related to race and empire in U.S. History. This paper is neither a historiography delving deeply into scholarly debates and interpretations, nor is it a research paper. It will acknowledge the changing nature of historical interpretation and reflect an awareness of scholarly viewpoints, but it will focus on synthesis of content and themes from secondary sources. Your paper will be between 20-22 pages (EXCLUDING ENDNOTES & REFERENCES), and must include a total of 12-15 books and 3-5 essays. Up to 6 books may come from required readings. Students may recycle some information from their book summaries. You will submit (9/18) a 500 word abstract and preliminary bibliography of 5 books and 3 articles. You will also submit (11/27) a draft of the paper.

*Option 2:* (3 x 50 pts = 150)
Three synthetic essays of 8 pages, focusing on narrative analysis of historical content, themes, patterns, and events related to race and empire in U.S. History. Each paper will revolve around 3 assigned readings AND 2 additional related books that are not required for the whole class. Each short paper should include an additional essay or two. Students may recycle some information from their book summaries. See the Course Schedule for due dates of different parts of the synthetic paper.

**Grading Scale:**  
A = 400-360  B = 359-320  C = 319-280  D = 279-240

**Course Schedule** (Subject to Change)

**Week 1 (Aug 28)**

**Main Themes**
- Suggested: Kaplan, “Left Alone in America,” Introduction to *Cultures of American Imperialism*; Gutierrez & Young, “Transnationalizing Borderlands History”
Week 2 (Sept 4) Origins
• Suggested Readings: Shoemaker, “How Indians Got to be Red”

Week 3 (Sept 11) Indians and Empires
• Required: Blackhawk, *Violence Over the Land*; Adelman and Aaron, “From Borderlands to Borders”
• Suggested: Zappa, “Indigenous Borderlands”

Week 4 (Sept 18) Space
• Required: Rifkin, *Manifesting America*; Konkle, “Indigenous Ownership”
• Suggested: Shepherd, “At the Crossroads of Hualapai History”
  Due: Abstract and Bibliography for Option #1 paper

Week 5 (Sept 25) A Genealogy
• Suggested: Kolchin, “…Whiteness…”

Week 6 (Oct 2) The U.S. in Mexico
• Required: Foos, *A Short, Offhand Killing Affair*; Chavez, Intro to *The U.S. War with Mexico*; Olguin, “Sangre Mexicana/Corazon Americano”
  Due: Essay 1, Option #2

Week 7 (Oct 9) Racial Logic
• Required: Gomez, *Manifest Destinies*; Gonzalez & Fernandez, “Empire and the Origins of 20th Century Migration from Mexico to the U.S.”
• Suggested: Menchaca, “Chicano Indianism”

Week 8 (Oct 16) Revisiting Familiar Narratives
• Suggested: Minna-Stern, “Buildings, Boundaries, and Blood”

Week 9 (Oct 23) Empire Unbound
• Suggested: Jung, “Outlawing ‘Coolies’”

Week 10 (Oct 30) A Long Moment
• Suggested: Kohr, “Filipinos are the Dandies of the Foreign Colonies”
Week 11 (Nov 6)

(Un)Expected Consequences
• Suggested: Briggs, “Transnationalism”
  Due: Essay 2, Option #2

Week 12 (Nov 13)

Gender and Sexuality
• Required: Briggs, *Reproducing Empire*; Erman, “Meanings of Citizenship in the U.S. Empire”
• Suggested: Colby, “Race, Empire, and New England Capital”

Week 13 (Nov 20)

Global Apartheid
• Required: Borstelman, *The Cold War and the Color Line*; Parker, “Remapping the Cold War in the Tropics”
• Suggested: Rosier, “‘They are Ancestral Homelands;’” Johnson, “The Cosmic Race in Texas;” Rotter, “Gender Relations, Foreign Relations”

Week 14 (Nov 27)

An Obsession
  Due: Draft of Option #1 paper

Week 15 (Dec 4)

Indigenous Critique
Readings: Byrd, *The Transit of Empire*

Papers Due: December 11 at 5pm via email in MS WORD document
  Due: Final Essay Option #1
  Due: Essay 3, Option #2

Exam Week: December 9-13 / Final Grades Due: December 18