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Burnaby Office Hours: Thursdays, 12:00-1:00 (please check exceptions in syllabus),  
4:30-5:30  
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## **Race and Pluralism in North American Cities, 1880-2000**

### **History 455-4**

Race in The Americas

AQ 5036

With the industrial development of Canada and the United States came the growth of cities and the pull of migrants and immigrants from around the world to the continent's urban centres. The mixing and mingling of diverse peoples and their incorporation into the city, state and nation became the preeminent social "problem" of twentieth-century North America. Most often this problem was understood in terms of shifting notions of race. This course will examine how race was constructed, operated, and contested in North American cities from the industrial era to the present.

### **Course Objectives:**

This course is designed for students to:

- ~ obtain a critical understanding of the history of race in twentieth-century North American cities and to understand its significance, both in terms of historiography (the scholarly historical literature) and issues pertinent to the study of race today;
- ~develop their communication, research, analytical, and writing skills;
- ~hone their critical thinking, especially with regard to assessing evidence and scholarly arguments, developing scholarly arguments of their own, and applying their knowledge of course materials to their own research and to an understanding the history of race in the past and today.

### **Course Requirements:**

Course requirements include **informed** participation in seminar discussions and short weekly assignments pertaining to class readings. In addition, students will be required to write a proposal, draft, and final version of a 20-25 page, double-spaced research paper on a topic chosen in consultation with me. Students will also be required to participate in a peer assessment exercise on each others' drafts.

Students are expected to arrive on time to class, to attend all classes, and to be prepared to discuss the assigned readings. Students will be graded on their participation for every class based on their level of engagement with the class materials as they relate to class discussion. If students are present but do not participate in the at-large class

discussion, they will be assigned a grade of D for that seminar. After one unpenalized missed class, three points will be deducted from students' final participation grade for every further absence. For every calendar day any of the class assignments is overdue, a full letter grade will be deducted. You must submit all of the class assignments in order to pass this class.

If you have an ongoing medical problem that requires accommodation, you must register with the Centre for Students with Disabilities, which will then provide me recommendations about whether and how you should be accommodated.

Any form of academic dishonesty will result at least in a grade of zero for the assignment in question. Please familiarize yourself with all forms of academic dishonesty at: <http://www.sfu.ca/policies/teaching/t10-02.htm>

For general help with writing, researching and documenting your work, along with avoiding plagiarism, please visit the library's excellent "Tutorials" website at: <http://www.lib.sfu.ca/researchhelp/tutorials/index.htm>. Students are expected to familiarize themselves with what constitutes the form of academic dishonesty called plagiarism by taking the "Understanding and Avoiding Plagiarism" tutorial at this site.

Please see the Assignment Outline (following class schedule) for further details about class requirements.

<u>Assignment</u>	<u>Grade</u>	<u>Due Date</u>
Class Participation	20%	
Weekly Questions	20%	
Term Paper Outline	5%	September 27
Draft	15%	November 8
Draft Assessments	5%	November 15
Term Paper	35%	November 29

**\*\*Please note that you must complete all assignments in order to pass this course.\*\***

### **Texts:**

Kay Anderson, Vancouver's Chinatown: Racial Discourse in Canada, 1875-1980 (McGill-Queen's, 1991); Kevin Mumford, Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century (Columbia, 1997)  
Additional readings are available online or through library reserves.

### **Course Schedule:**

#### **September 6: Introduction**

No weekly questions

#### **September 13: Hegemony and Race Formation**

Anderson, 3-72

Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," Signs 17 (Winter 1992): 251-274. (available online.)

Moon-Ho Jung, "Outlawing 'Coolies': Race, Nation, and Empire in the Age of Emancipation," American Quarterly 57, no. 3 (2005): 677-701. (available online)

**MANDATORY Weekly Question:** What is hegemony and why is this idea so important to understanding the history of race? Consider Anderson's discussion of hegemony and how it applies to Higginbotham's and Jung's discussions of race.

**September 20: Im/migration, Industrialization and Race in the Progressive Era (Office Hours from 10:30-11:30, 4:30-5:30)**

Please meet at 1:30 in Bennett Library room 2015 for a mandatory library research tutorial

Alice O'Connor, Poverty Knowledge: Social Science, Social Policy, and the Poor in Twentieth-Century U.S. History (Princeton: Princeton University Press, 2001), 25-54 (on reserve)

Mumford, xi-49

W. E. B. Du Bois, "The Philadelphia Negro," W. E. B. Du Bois On Sociology and the Black Community [1899] (Chicago: University of Chicago Press, 1978), 113-139 (on reserve) **(treat as primary source)**

J.S. Woodsworth, Strangers Within Our Gates [1909] (Toronto: University of Toronto Press, 1972; 1909), 1-6, 131-135, 179-220, 233-241 (on reserve) **(treat as primary source)**

**September 27: Possibilities for Equality AND Difference, New York and Chicago in the 1920s (Office Hours from 4:30-5:30 ONLY) \*\*Paper Proposals Due\*\***

Arnold E. Hirsch, "E Pluribus Duo? Thoughts on 'Whiteness' and Chicago's 'New' Immigration as a Transient Third Tier," Journal of American Ethnic History, 23, no. 4 (2004): 7-44. (available online)

Bob Johnson, "Globalizing the Harlem Renaissance: Irish, Mexican, and Negro Renaissances in The Survey, 1919-1929," Journal of Global History (2006), 1: 155-175 (available online)

Mumford, 53-117

**October 4: Race and Space in the Prewar City**

Mumford 121-172

Anderson, 73-143

Coll Thrush, "City of the Changers: Indigenous People and the Transformation of Seattle's Watersheds," Pacific Historical Review, 75, no. 1 (2006): 89-117. (available online)

### **October 11: Melting Pot and Mosaic: Postwar Multiculturalism**

Anderson, 144-177, 211-252

Matthew Frye Jacobson, Whiteness of a Different Color: European Immigrants and the Alchemy of Race (Cambridge: Harvard University Press, 1998), 91-135.

Film: "Rainbow War"

### **October 18: Space and Race in the Postwar City (Office Hours from 10:30-11:30, 4:30-5:30)**

Jennifer J. Nelson, "The Space of Africville: Creating, Regulating, and Remembering the Urban 'Slum,'" Race, Space, and the Law: Unmapping a White Settler Society ed. Sherene H. Razack, (Toronto: Between the Lines), 211-232 (available online, book also on reserve).

Anderson, 178-210

Martha Biondi, To Stand and Fight: The Struggle for Civil Rights in Postwar New York City (Cambridge: Harvard University Press, 2003), 112-136.

Films: "Hogan's Alley" and "To Build a Better City"

### **October 25: Whiteness and Postwar Urban Citizenship**

Avila, Eric, Popular Culture in the Age of White Flight: Film Noir, Disneyland, and the Cold War (Sub)Urban Imaginary, Journal of Urban History, 31, no.1 (2004): 3-22. (available online)

Kevin M. Kruse, The Politics of Race and Public Space: Desegregation, Privatization, and the Tax Revolt in Atlanta," Journal of Urban History, 31, no. 5 (2005): 610-633 (available online)

Matthew Frye Jacobson, Roots Too: White Ethnic Revival in Post-Civil Rights America (Cambridge: Harvard University Press, 2006), 177-245.

**November 1: Nation Time!: Race and the Post-Civil Rights Struggle for Urban Citizenship by People of Color**

Robert Self, “‘To Plan Our Liberation:’ Black Power and the Politics of Place in Oakland, California, 1965-1977,” Journal of Urban History, 26, no. 6: 759-792. (available online)

Laura Pulido, “Race, Class, and Political Activism: Black, Chicana/o, and Japanese-American Leftists in Southern California, 1968-1978,” Antipode 34, no. 4 (2002): 762–788. (available online)

Engin F. Isin and Myer Siemiatycki, “Making Space for Mosques: Struggles for Urban Citizenship in Diasporic Toronto,” Race, Space, and the Law: Unmapping a White Settler Society ed. Sherene H. Razack, (Toronto: Between the Lines), 185-209. (available online, book also on reserve)

Frank Chin, et al, Aiiieeeee!: An Anthology of Asian-American Writers (Washington, DC: Howard University Press, 1974), vii-xvi. (**treat as a primary source**)

**November 8: Drafts Due**

No Weekly Questions

**November 15: After Anderson: “Chineseness” in Vancouver post 1980 (Office Hours from 10:30-11:30, 4:30-5:30)**

Glenn Deer, “The New Yellow Peril: The Rhetorical Construction of Asian Canadian Identity and Cultural Anxiety in Richmond,” Claiming Space: Racialization in Canadian Cities, ed. Cheryl Teelucksingh, (Waterloo: Wilfrid Laurier University Press, 2006), 19-40.

Katharyne Mitchell, Crossing the Neo-liberal Line: Pacific Rim Migration and the Metropolis (Philadelphia: Temple University Press, 2004), 87-124.

**\*\* Draft Assessments Due\*\***

**November 22: Race and the Creation of Nonwhite “Urban” Culture in North America**

Anthony F. Macias, “Bringing Music to the People: Race, Urban Culture, and Municipal Politics in Postwar Los Angeles,” American Quarterly, 56, no. 3 (2004): 693-717. (available online)

Josh Sides, “Straight into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb,” American Quarterly, 56, no. 3 (2004): 583-605. (available online)

Sunaina Maira, *Desis in the House : Indian American Youth Culture in New York City* (Philadelphia, PA : Temple University Press, 2002), 29-82. (on reserve)

**November 29:** Term Papers due in class

### **Assignments**

#### **Class Participation**

Class participation is essential to the success of any seminar. For each class you will be graded for your **informed** participation in discussions based on class readings. (i.e. quantity does not necessarily equal quality) You will be assigned a grade of D if you attend a seminar but don't participate in the at-large discussion. After a grace of one absence, I will deduct three points out of 20 for each additional unexcused absence. Informed participation shouldn't be difficult because of the weekly questions (see below).

#### **Weekly Questions**

This assignment will be important in setting one of the bases of our class discussion. It will also help you to develop your skills in identifying scholarly arguments, asking historically significant questions, and in developing your analytical skills in answering them.

On eight of the weeks for which readings are assigned, you will bring the following assignment to class. Please note that everyone **MUST** complete the assignment for September 13.

1. At the top of the first page you will state the argument and significance of each of the non-primary-source class readings as well as its significance as it pertains to the class themes. Each readings' argument and significance statement should be no longer than three sentences and should be written in your own words.
2. Following these statements, you should pose one analytical question pertinent to the class themes that connects the readings and their arguments to the history of race and the city. (NB: I have given you the question for the first of these weekly assignments.) These questions can take a number of forms: they can deal with an aspect of the readings that you found particularly interesting or problematic; they can deal with the larger themes of the class as they pertain to the arguments of that week's readings; or they can deal with issues of definition or of clarification or, in other words, what you did not understand. What all of them must be are questions that engage the scholarly argument/s of the **full range of the readings**, and will further our understanding of the material and the larger themes of race and pluralism in the city.
3. Following your question, you should discuss it in full-sentence, paragraph form by explaining how it is pertinent to the argument/s of the readings, why it is important to understanding the larger themes of the class (or how it connects to other readings we have done in the class), and your current thinking on the answer or resolution to the question or problem you have posed. If your question is about a definition or clarification

of a concept (e.g. “What is the metalanguage of race?”), your annotation must explain specifically why and what you don’t understand and demonstrate how you have wrestled to understand on your own. All discussions of your questions should refer specifically to the readings and demonstrate understanding of their arguments.

After your first two assignments, when you will get credit simply for completing them, and when I will work with you on identifying arguments and formulating questions, I will begin to grade these papers on the basis of the evidence they provide of careful consideration of the breadth and depth of the readings, the thoughtfulness of the questions, and the evidence they give of your mindfulness and developing understanding of the broader themes of the class. While I will not be grading the grammar or spelling of these assignments, these assignments should be in full-sentence, paragraph form., and I must be able to understand what you are getting at. You are welcome to write these papers in an informal, first-person style.

These assignments must be prepared before class and are due in class. I will not accept questions after class or for classes for which you were absent without excuse.

### **Term Paper Assignment**

**Due Date: November 29, 2007**

**Assignment length:** 20-25 double-spaced, 12-point typewritten pages with one-inch margins using 10 outside sources in addition to all pertinent class sources. **No** extra spaces between paragraphs.

**Assignment:** This paper should take the form of a argument-driven, analytical academic history essay that might be assigned to undergraduates to help them explore in more depth one element of the broad issues covered by this course. Your paper must take this format (and especially be argument-driven), in order to receive a passing grade. This paper should be an ongoing project through the semester, and we will be holding periodic workshops to help you with this task.

**Additional Instructions :** You may choose your own paper topic, narrowing your focus based on your consideration of the analytical and historical insights of the class materials, and choosing as your start one of the broad themes covered by each of the week’s readings and narrowing your topical focus from there. (Note: There are other potential pertinent general themes that are scattered among a number of weeks’ readings. If you wish to pursue one of these themes, please let me know and I will point you in the right direction.)

By September 27 you must submit a tentative **paper proposal**, including: its broad theme; its thematic connection to one of the weekly topics of the course; potential “why questions” it might address; the narrow “doable” topic you will use as a hook to answer your question; and a preliminary bibliography of ten sources. This bibliography **must comprise all pertinent class materials**, scholarly secondary material published after 1990, and any pertinent primary sources. Older secondary material is permissible only if you include a rationale for its use. **Please note that the bibliography for your final**

**paper must be expanded from this preliminary bibliography to at least ten outside sources in addition to all pertinent class sources. Along with factual information from class sources, your paper must apply the theoretical insights about race and pluralism of at least three of the non-primary source class readings in a significant and informed way.**

On **November 8** you will submit a **draft of your paper** for assessment to a number of your fellow students and to me. This draft should be as complete as you can make it; at the very **least it must be 15 typewritten pages long. The draft will be graded on the same basis as the final paper.** Below I have outlined the explicit evaluation criteria for this paper but, broadly, the paper must be analytical rather than descriptive. It must deal with one or more themes of the class. It should address a specific, historically-significant “why” question and develop an argument (sometimes called a thesis) to answer it. Your argument must be supported by historical evidence garnered by primary and secondary historical sources.

Based on the draft assessments, you will revise and complete a **final draft** of the paper, which you will **submit to me on the last day of class, November 29.** The final draft will be assessed on the basis of the evaluation criteria below and on the extent to which you addressed the comments made on your draft. (For example, if you receive a “B” on your draft, you will receive a **much** lower grade on the final paper if you don’t deal with the issues that we raised regarding your draft.)

### **Evaluation Criteria**

Here are the questions I will be asking when grading your paper:

~Does it have a meaningful title?

~Does it meet the length requirement of 20-25 pages, typewritten with 12-point font and one-inch margins? **NO EXTRA SPACES BETWEEN PARAGRAPHS.**

~Does the paper contain the key elements of a scholarly historical article, namely:

- the posing of a “why” question that has broad significance in understanding the history of and historiography on race and pluralism in urban North America?
- a sufficiently narrow and deep focus that will help you answer that question and develop your argument?
- a significant argument to answer your question and analytical content that is driven by developing your argument?
- sufficient historical evidence appropriately used to back up your argument and analysis? (Does the paper use quotations appropriately? Does it contextualize and analyze evidence sufficiently and effectively?)

~Does the paper use pertinent class readings to answer your “why” question and develop your argument? (The paper must engage all pertinent class readings).



~Is the paper's evidence base adequate both in terms of quantity and quality? Does the paper use both primary and secondary sources? (The paper must cite [i.e. actively use] **at least 10 sources, in addition to ALL pertinent class materials**).

~Does the paper apply the theoretical insights (i.e. ideas and not empirical or factual evidence) about race and pluralism from three non-primary source class readings in a significant way that demonstrates understanding of these ideas to help answer your question and develop your own argument?

~How well does the paper demonstrate skills and ability in critical analysis, effective and grammatical communication of ideas and opinions, choice of approach, and creativity?

~Is the paper typed and double-spaced, and properly documented in the Chicago style, including footnotes and bibliography? For general help with writing, researching and documenting your work in the Chicago style along with avoiding plagiarism, please visit the library's excellent "Writing and Style" guide, and "Tutorials" web pages, at:  
<http://www.lib.sfu.ca/researchhelp/writing/index.htm>

**NOTE: Academic dishonesty, including plagiarism in any form, will result at least in a grade of zero for the assignment in question.**

**For the university policy on academic dishonesty, please see:**

**<http://www.sfu.ca/policies/teaching/t10-02.htm>**