

History 168N
Winter 2013

HSSB 4020
Tuesday and Thursday 3:30-4:45

Interracial Intimacy

Professor
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Office Hours
Wednesday, 10-12, HSSB 4257
and by appointment

Course Objectives

1. Introduce the student to an analytical understanding of racial and ethnic processes as they have operated in the 20th-century world, from the disciplinary perspectives of sociology, history, psychology, and anthropology.
2. Acquaint the student with the patterns of social interaction and interpersonal dynamics involved in interracial romance and marriage.
3. Provide the student with a detailed introduction to the particular situations of Americans of mixed ethnic ancestry in those larger patterns of social interaction.
4. Challenge the student to examine the identity issues and other social phenomena that have framed the lives of multiethnic Americans.
5. Add to the student's capacity to read and listen analytically and to think, write, and speak critically about matters of substantial personal, social, and political importance.

Required Texts

Ingrid Dineen-Wimberly, *By the Least Bit of Blood: The Allure of Blackness among Mixed-Race Americans of African Descent, 1862-1935* (available for purchase at Grafikart, on Pardall in IV)
Rudy Guevarra, Jr., *Becoming Mexipino: Multiethnic Families and Communities in San Diego* (New Brunswick, N.J.: Rutgers University Press, 2012)
Kevin Johnson, *How Did You Get to Be Mexican?* (Philadelphia: Temple University Press, 1999)
Marie Myung-Ok Lee, *Somebody's Daughter* (Boston: Beacon, 2005)
Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (New York: Oxford University Press, 2010)
Joanne Rondilla and Paul Spickard, *Is Lighter Better? Skin-Tone Discrimination among Asian Americans* (Lanham, Md.: Rowman and Littlefield, 2007)
Joshua D. Rothman, *Notorious in the Neighborhood: Sex and Families across the eColor Line in Virginia, 1787-1861* (Chapel Hill: University of North Carolina Press, 2003)
Circe Sturm, *Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma* (Berkeley: University of California Press, 2002)
Except for Dineen-Wimberly, these books are all available for purchase from the UCen Bookstore and on reserve in the Library. Other readings are in a course reader available from Grafikart.

Schedule of Topics and Reading Assignments

Note: Unless otherwise indicated, articles are in the course reader. Some days have much more reading than others. **Read ahead!**

Jan. 8 Introduction to the Course
Survey, writing exercise

- 10 Theories about Race and Ethnicity
 Read Paul Spickard, "The Illogic of American Racial Categories," in Maria P.P. Root, *Racially Mixed People in America* (Newbury Park, Calif.: Sage, 1992), 12-23
 Stephen Cornell and Douglas Hartmann, "Mapping the Terrain," in Cornell and Hartmann, *Ethnicity and Race* (Thousand Oaks, Calif.: Pine Forge Press, 1998), 15-37
 Paul Spickard, "Models of Migration and the Question of Diaspora," in Spickard, Joanne Rondilla, and Debbie Hippolite Wright, *Pacific Diaspora* (Honolulu: University of Hawai'i Press, 2002), 8-21
- 15 America's Racial Rules and Multiracial People
 Read G. Reginald Daniel, "Passers and Pluralists: Subverting the Racial Divide," in Root, *Racially Mixed People*, 91-107
 Cynthia Nakashima, "An Invisible Monster: The Creation and Denial of Mixed-Race People in America," in Root, *Racially Mixed People*, 162-78
 Eduardo Bonilla-Silva and David G. Embrick, "Black, Honorary White, and White: The Future of Race in the United States?" in *Mixed Messages*, ed. David L. Brunsma (Boulder, Colo.: Lynne Rienner, 2006), 33-48
- 17 African Americans and Interracial Intimacy Under Slavery 1
 Read Rothman, pp. 1-132
- 22 African Americans and Interracial Intimacy Under Slavery 2
 Read Rothman, pp. 133-243
- 24 Movie: *Mr. and Mrs. Loving*
- 29 African Americans and Interracial Intimacy After Slavery
 Read Dineen-Wimberly, entire
- 31 Weaving the Legal Web
 Read Pascoe, Intro., Chap. 1-5
- Feb. 5 Native Americans and Interracial Intimacy
 Read Sturm, entire
 Theda Perdue, "'Both White and Red': Biracial People in Indian Society," in *"Mixed Blood" Indians: Racial Construction in the Early South* (Athens: University of Georgia Press), 33-69
- 7 **Midterm Exam** (please bring a bluebook)
- 12 Asian Americans and Interracial Intimacy
 Read Guevarra, entire
- 14 Is Hawai'i a Hapa Paradise?
 Read Jeffrey Moniz and Paul Spickard, "Carving Out a Middle Ground, in *Mixed Messages*, ed. Brunsma, 63-81
 Lori Pierce, "'The Whites Have Created Modern Honolulu': Ethnicity, Racial Stratification, and the Discourse of Aloha," in *Racial Thinking in the United States: Uncompleted Independence*, ed. Paul Spickard and G. Reginald Daniel (Notre Dame, Ind.: University of Notre Dame Press, 2004), 124-54
 Paul Spickard, "Pacific Islander American Multiethnicity: A Vision of America's Future?" *Social Forces*, 73.4 (June 1995), 1365-83

- 19 Latinos and Interracial Intimacy
Read Laura E. Gómez, "Where Mexicans Fit in the New American Racial Order,"
in *Manifest Destinies: The Making of the Mexican American Race* (New York:
NYU Press, 2007), 47-79
Johnson, entire
- 21 Fighting Antimiscegenation Laws
Read Pascoe, Chaps. 6-8
Term Paper Due
- 26 The Multiracial Movement
Read G. Reginald Daniel, "Black No More or More Than Black? Multiracial
Identity Politics and the Multiracial Movement," in *Racial Thinking in the
United States*, ed. Paul Spickard and G. Reginald Daniel, (Notre Dame,
Ind.: University of Notre Dame Press, 2005), 277-307
Kimberly McClain DaCosta, "Selling Mixedness: Marketing with Multiracial
Identities," in *Mixed Messages*, ed. Brunnsma, 183-99
Maria P. P. Root, "Bill of Rights for Persons of Racial Mixed Ancestry"
Pascoe, Chap. 9 and Conclusion
- 28 Race and Beauty Culture
Read Rondilla and Spickard, entire
- March 5 Not Just in America
Read Rebecca Chiyoko King-O'Riain, "Is 'No One As Irish as Barack O'Bama?'"
Lily Anne Yumi Welty, "Soldiers, Sex, and Spam in Japan"
Miriam Nandi and Paul Spickard, "The Curious Career of the One-Drop
Rule: Multiraciality and Membership in Germany Today"
Juliette Milner-Thornton, "Rider of Two Horses: Eurafricans in Zambia"
- 7 Transracial Adoption
Read Lee, entire
- 12 Review and Evaluation
- 21 **Final Exam**, 4-7 p.m. (please bring a bluebook)

Course Requirements

1. **Readings** completed **before** the class period for which they are assigned.
2. **Attendance** and **participation** in class.
3. **Quizzes** and **short written projects** as assigned by the instructor.
4. **Midterm exam**, in class on February 7. Please bring a bluebook.
5. **Term paper** (6-8 pages), due at the beginning of class on February 21. You may write on any topic within the purview of this course, but you must clear that topic with me **before** you begin to write. Instructions will be given in class.
6. **Final exam**, Thursday, March 21, 4-7 p.m. Please bring a bluebook.

7. **Course evaluation**, completed in class near the end of the term.
8. **Self evaluation**, due at the final exam. On one side of one sheet of paper, write or type your name; assign yourself an advisory grade; and tell me, in terms of the course objectives, course requirements, grade definitions, or other issues you believe pertinent, why you should have that grade. I do not promise to give you that grade, but I do promise to read your self evaluation and take it seriously.

Course Grades

Broadly speaking, this is how I view each of the following grades:

- A** You did everything I could possibly ask of you, and you did it extremely well. You worked very hard, learned a great deal, and showed conspicuous intelligence. The quality of your work was outstanding.
- B** You did all the work, and you did it well. You worked hard and learned a good deal. The quality of your work was good.
- C** You did all the work. It is clear that you learned a number of things, though those things may not hang together in a systematic and critical understanding of the course material. The quality of your work was adequate.
- D** You did most of the work, including all the major course requirements. You may have learned some things, but it is not clear that you learned anything important. The quality of your work was less than adequate.
- F** You have demonstrated an obstinate ignorance. You did not complete the course requirements. You have proved unwilling or unable to do college level work in this subject area.

Considerations in Grading

The following are some aspects of learning that strike me as important. They will go into the grade I give you. These factors are listed in roughly descending order of importance. If you think any criteria should be added or deleted in your case, please speak to me.

1. How much I believe you learned in this class.
2. Objective quality of your written work. I am interested less in how many facts you can recall than in how well you think, how you put together concepts, how you express them on paper.
3. Your oral contributions in class.
4. How hard you worked.
5. Your involvement in the class as a community—how much you helped other class members.

While the above paragraph describes how I will arrive at your grade, I find students frequently want to know how I view the relative weights of the various course requirements. *Very roughly*, I see them about like this:

Attendance, participation, self evaluation, worksheets, quizzes	25%
Midterm exam	25
Term Paper	25
Final exam	25

I reserve the right to adjust the percentages in individual cases so that each student's final grade will best reflect my judgment of how much she or he has learned in this course.

Course Policies

Policy on Late Papers and Exams

No late assignments or makeup exams will be allowed, unless an emergency arises that is beyond the student's control. A plane ticket or a ride home is not an emergency beyond the student's control.

Electronic Devices

No cell phones, laptop computers, cameras, or recording devices are allowed in this course. The instructor explicitly does not give anyone permission to record his picture or spoken words.

Rule of Courtesy and Engagement in Scholarly Discourse

In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other's opinions and comments with courtesy and respect, even when they diverge from our own. We must avoid personalizing our disagreements and turning them into attacks on the character of our colleagues. Rather, we must develop a culture of civil argument, where every person has the right to be heard and taken seriously, where all positions have the right to be defended or challenged in intellectually reasoned ways.

Coming in late, leaving early, taking bathroom breaks, leaving your cell phone on, and talking privately with neighbors during lectures and discussions are signs of disrespect for one's fellow students, the instructor, and the course materials. As part of the rule of courtesy and engagement in scholarly discourse, students will be required to remain respectful toward all members of the class. Everyone must accept this standard of courtesy in discourse in order to remain in this course.