History 168N Girvetz 1112

Winter 2016 Tuesday and Thursday 3:30-4:45

**Interracial Intimacy**

**Professor Office Hours**

Paul Spickard Wednesday, 10-12, HSSB 4257

spickard@history.ucsb.edu and by appointment

**Course Objectives**

1. Introduce the student to an analytical understanding of racial and ethnic processes as they have operated in the modern 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 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. Help the student understand how these dynamics operate in several international contexts.

6. 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**

Kevin Johnson, *How Did You Get to Be Mexican?* (Philadelphia: Temple University Press, 1999)

Rebecca Chiyoko King-O'Riain, et al., eds., *Global Mixed Race* (New York: New York University Press, 2014)

Ann McGrath, *Illicit Love: Interracial Sex and Marriage in the United States and Australia* (Lincoln: University Press, 2015)

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 Famillies across the eColor Line in Virginia, 1787-1861* (Chapel Hill: University of North Carolina Press, 2003)

Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West* (Berkeley: University of California Press, 2011)

Circe Sturm, *Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma* (Berkeley: University of California Press, 2002)

*These books are all available for purchase from the UCen Bookstore and on reserve in the Library. Other readings will be posted to GauchoSpace.*

**Schedule of Topics and Reading Assignments**

You really have to do the reading. Some days have much more reading than others. **Read ahead!**

Jan. 5 Introduction to the Course

 Survey, writing exercise

 7 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

 12 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

 Kariann Yokota, "Not Written in Black and White: American National Identity

 and the Curious Color Transformation of Henry Moss,"

14 African Americans and Interracial Intimacy Under Slavery

 Read Rothman, entire

 Winthrop D. Jordan, "The Fruits of Passion: The Dynamics of Interracial Sex," in

 Jordan, *White Over Black* (Chapel Hill: University of North Carolina Press,

 1968), 136-78

19 American and Australian Interracial Intimacies 1

 Read McGrath, pp. xiii-247

 21 American and Australian Interracial Intimacies 2

 Read McGrath, pp. 251-393

 26 Weaving the Legal Web around American Interracial Intimacy

 Read pp. 1-159

 28 Fighting Antimiscegenation Laws

 Read Pascoe, pp. 163-314

Feb. 2 Catch-up and Midterm Preparation

 4 **Midterm Exam** (please bring a bluebook and a pen)

 9 Racial Complexity and Intimacy in the American West

 Read Shah, entire

 11 Movie: *The Loving Story*

 16 Making White Rules for Red-Black People

 Read Sturm, entire

18 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

23 Brownish and Proud

 Read Johnson, entire

 25 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. Brunsma, 183-99

Maria P. P. Root, “Bill of Rights for Persons of Racial Mixed Ancestry”

 **Term Paper Due**

March 1 Asian Americans, Race, and Beauty Culture

 Read Rondilla and Spickard, entire

 3 Not Just in America 1

 Read King-O'Riain, chapters by Juliette Milner-Thornton (2 - Zambia), Saule Ualiyeva

 and Adrienne Edgar (4 - Kazakhstan), and G. Reginald Daniel and Andrew

 Michael Lee (5 - Brazil)

 8 Not Just in America 2

 Read Rebecca Chiyoko King-O'Riain, "Is 'No One As Irish as Barack O'Bama'?"

 King-O'Riain, chapters by Lily Anne Yumi Welty (8 – Okinawa) and Miriam

 Nandi and Paul Spickard (9 – Germany)

 10 Review and Evaluation

17 **Final Exam**, 4-7 p.m. (please bring a bluebook and a pen)

**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 4. Please bring a bluebook and a pen.

5. **Term paper** (6-8 pages), due at the beginning of class on February 25. 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 17, 4-7 p.m. Please bring a bluebook and a pen.

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**

**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.

**Plagiarism**

Don’t do it. Plagiarism is using another person’s words or ideas and presenting them as if they were your own. It is the worst crime you can commit in the intellectual world. If you are unsure about what plagiarism is or whether you have transgressed, ask the instructor. If you plagiarize and are caught—and you will be caught—your punishment will be swift and painful. You will fail the course and your name will be turned over to the Dean of Undergraduate Study for disciplinary action, which can include expulsion from the university. Don't do it. If you're behind and in trouble, talk with the professor.

**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.

**A Special Opportunity This Quarter**

On March 18-20, UCSB will host an international conference: "*Shape Shifters: Journeys Across Terrains of Race and Identity*." There will be a limited number of spaces available for undergraduate students to attend paper sessions and public lectures. More news on this will be given out during the quarter.