

Race, Sex, & Power in American History**PROFESSOR:** DR. S.L. WILLIAMSON**EMAIL:** savannah.williamson@sulross.edu*Where and when to find Dr. Williamson—Office Hours & Locations*

Mondays	10am-12pm, <i>or by appointment</i>	UC 212
Tuesdays	12:30-2pm	LH 211
Wednesdays	10am-12pm, <i>or by appointment</i>	UC 212
Thursdays	12:30-2pm	LH 211
Fridays	<i>Available by appointment</i>	

I. Introduction

How do those in power construct race, sex, and sexuality? Through analysis of key historical events and movements, this course demonstrates that concepts of race, sex, and sexuality, rather than attributes fixed in nature, are both fluid and socially and historically constructed. We will attempt to understand historical changes in conceptions of “normal” as it pertains to race, sex, and sexual orientations, and we will ask why various ideas about sexual behavior and power developed alongside religious, political, and cultural belief systems. We will also examine the ways in which race and sex have been regulated through various legal, social, and political means, as well as through racial and sexual violence, and the ways these topics were represented in the media. Overall, this class will challenge the notion that American history has “moved on” from the repressive practices of the past to the more liberated, modern ideals of the twenty-first century.

We will learn how race and sex have structured and been structured by laws concerning cultural contact, marriage, slavery, immigration, and public space. We will also learn how science and medicine have been enlisted in the service of granting legitimacy and a sense of permanence to transitory ideas of race, sex, and sexual orientation. Finally, we will obtain familiarity with key watershed events in American history from the sixteenth through the early twentieth centuries, including Spanish contact with Native Americans, the evolution of racial slavery, the framing of the U.S. Constitution, the lead-up to and aftermath of the U.S. Civil War and Reconstruction, immigration policies in the late-nineteenth and early-twentieth centuries, and the growing visibility of LGBTQIA+ culture by the early-twentieth century.

This course is intended to introduce you to the practice of history. History is an analytical discipline. While facts and dates are indeed important, alone they do not allow us to understand the past in a meaningful fashion. Among other things, history is the art of mustering evidence to make an argument or arguments about the past in as compelling a manner as possible. If you engage the course material in a meaningful way, this class will help you to read more carefully, think more critically, and write more eloquently.

A Note on Course Content

At times this semester we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I’d be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an

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appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please arrange to get notes from another student or see me individually to discuss the situation.

II. Learning Objectives**Student Learning Outcomes**

SLO 1—The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.

Marketable skills— Students can identify useful resources from a pool of data.
Students can select and organize data in a relevant manner.
Students can make written presentations to various audiences.

SLO 2—The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable skills— Students can utilize data to persuade various audiences.
Students can utilize data to generate and strengthen ideas.
Students can decipher stances adopted by various individuals.

SLO 3—The history student will demonstrate knowledge of historical events, movements, major turning points and personalities of the past.

Marketable Skills— Students can meet deadlines in a successful manner.
Students can discharge responsibilities in an adequate manner.
Students can manage the absorption of data.

III. Required Materials

Books—All assigned readings and course materials are *FREE*—available as free e-books through the SRSU library, as pdfs in Blackboard, or via weblink.

- Slater and Yarborough, *Gender, and Sexuality in Indigenous North America, 1400-1850* (2012).
- Brier, Downs, Morgan, *Connexions: Histories of Race and Sex in North America* (2016)
- Sarah Haley, *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity* (2016)
- Lee Bebout, *Whiteness on the Border: Mapping the US Racial Imagination in Brown and White* (2016)
- Molly Ladd-Taylor, *Fixing the Poor: Eugenic Sterilization and Child Welfare in the Twentieth Century* (2017)

Technology—This is a technology-infused course, which means that you **must** have regular, reliable access to a working computer with internet and word processing ability. Students are responsible for checking their email and the Blackboard site on a regular basis to access course materials and information.

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Energy—Think of this course like joining a gym—you get out what you put in. As your professor, it is my responsibility to make sure you know how to use the equipment and to assist you when you need a spotter. Meanwhile, it is your responsibility to engage with the course materials, put in the work, and complete the assignments by the designated due dates. The grade you earn is determined by the quality of your effort, not necessarily the time you spend.

IV. Assignments & Grading**Course Grading**

A 90-100% **B** 80-89% **C** 70-79% **D** 60-69% **F** 59% or lower

Discussions & Participation (30%): Students are expected to read the assigned materials before the start of class and contribute to discussions of course materials. Regular participation is required of each individual student.

Two Book Reviews (7.5% each, 15% of the semester grade): Students will write and submit précis, or scholarly book reviews, over assigned texts. Each review should be 2-3 pages in length, double-spaced, with 12-point font and 1” margins on all sides. Late submissions will not be accepted without documentation.

- A précis should summarize a given book or article’s argument, scope, and methodology as clearly and concisely as possible. Some reviews may require students to write a comparative analysis of multiple readings at the discretion of the professor. These reviews should evaluate the effectiveness of the monograph or article(s) as well as its limitations. Précis should be 2-3 full, double-spaced page, in 12-point Times New Roman font, with one-inch margins all around. For examples of a scholarly review (otherwise known as a precis), see: www.h-net.org/reviews/home/php
- The purpose of a review is to both summarize the books or article’s contents and, more importantly, to critically evaluate its contribution to knowledge, both factual and historiographical. The reviewer’s priority is to critically appraise each book; to analyze it on its own terms, to discuss what it did and did not do, what sort of evidence the author used and how well, what its strengths and weaknesses were.
- *Be sure to point out the thesis of each book and whether the author presented a supported a persuasive argument.* Also ascertain what kind of historiographical context (if any) the author provided—in other words, how did the author’s work fit into a broader body of historical literature? If the author did not do this, hold them to task. For examples of scholarly book reviews, see: www.h-net.org/reviews

Two Essays (12.5% each, 25% of the semester grade): Students will respond to two essay prompts and follow formatting instructions. Each paper should be at least 6-8pgs, double-spaced, 12-point-font, 1” margins on all sides, using Chicago Manual of Style citations.

Final Paper (30%): Each student will utilize a selection of primary and secondary sources to interpret and evaluate, place in historical context, and utilize to construct an analytical essay. The essay will require that students think critically about the sources, examine how individual choices and decisions influenced the course of history, and consider the ways in which individuals engage with regional, national, and/or global communities.

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- You will consult with the professor about possible research topics prior to making your final decision. This essay should have a strong, coherent thesis statement, supported by scholarly and primary sources, contextual details, analysis, and examples.
- You may choose any subject relative to the theme of this seminar.
- Papers must be typed or word-processed in 12-point fonts (Times New Roman, Arial, or Calibri), double-spaced, with one-inch margins all around.
- The two to three (2-3) pages research proposal (aka prospectus) that outlines the major themes of your project, research questions, tentative thesis, discusses your possible sources or what you think you will find, and includes a tentative works cited.
- All papers should be a minimum 10-14 full pages (not including cover page and works cited).
- Your thesis should be supported by a minimum 15 scholarly sources, at least 7 of which should be primary sources.
- Papers that are not formatted according to guidelines and requirements will be dropped one letter grade automatically.
- Papers will be evaluated on the following points:
 - strength of your historical arguments and content
 - how well you have used historical evidence to support your arguments
 - composition (i.e., spelling, grammar, sentence structure)
 - form (i.e., correct citation)

A word of advice: Do not write as though your audience is your professor, or someone who is knowledgeable in the subject you are engaging with. In other words, avoid any assumptions about your reader's prior knowledge, as to avoid losing points for leaving out details or contextual explanations that can enhance the quality of your work.

The 5 C's of Historical Reasoning

1. **Change and Continuity:** Historians are required to debate what has changed over time and what has remained the same. Change can be a dramatic pivot or a slow shift.
2. **Causation:** Historians debate the causes of historical events. It would be more accurate to say that we often discuss about causality, sometimes passionately. Few events have only one cause (monocausal), so we debate with one another about which cause should be considered the most important.
3. **Context:** Historians insist that the past must be understood on its own terms. Any historical event, person, idea must be placed in the context of its historical era to be interpreted. The historian's goal is to discover how people in the past understood their own lives, which is often quite different from how we may react to their situation.
4. **Contingency and Connections:** Historians are aware that events happen for a variety of reasons, which are often interconnected. Change one factor, and the event might not have happened at all. This idea helps us to remember that historical events are not inevitable.
5. **Complexity:** Historical reasoning is not about memorizing dates and names. It is about making sense of the messiness of the past, in all its complexity. That often means recognizing that different historical groups experienced events in different ways.

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A Climate of Mutual Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Commitment to Diversity, Equity, & Inclusion

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). I also understand that ongoing challenges from COVID-19, economic disparity, and health concerns could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Children in the Classroom

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1. All exclusively nursing/breastfeeding babies are welcome in class as often as is necessary to support the nursing/breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they must choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable.
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. I recognize the struggles of balancing school, childcare, and sometimes even another job, are exhausting! I hope that you will feel comfortable disclosing

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your student-parent status to me—this is the first step in my working to accommodate any special needs that may arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

6. Don't forget to check out the SRSU Lactation Room on the 2nd floor of Lawrence Hall!

VI. Course Policies

Attendance

Students should arrive on time and stay for the entire class period. If you must arrive late or leave early for some extraordinary reason (natural disaster, medical emergency, the joyous arrival of a child, and so on), let the professor know in advance and be as quiet as possible in entering or exiting the class.

Grading

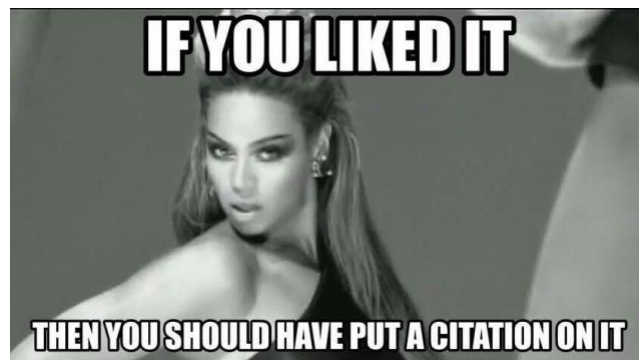
While I am always happy to discuss ways to improve your writing and performance on exams, I am not in the business of haggling over grades. Grades in this class are the product of careful deliberation and are not negotiable. If you find that the instructor—who is human—made a mathematical error, please bring the matter to my attention during office hours.

Late Work

All exams and course work will only be accepted on the due dates in the class calendar. In the case of extraordinary medical or personal circumstances, you must contact the instructor **before** the due date of the assignment or exam. If you miss a class or an assignment for extraordinary circumstances, you must submit appropriate paperwork or communicate the situation with the professor.

Academic Integrity

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.



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Please read the complete policy at

http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf

VII. University Programs and Services***SRSU Library Services***

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your Lobo ID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Learning Strategies, Styles, and Centers

- **Academic Success Center.** 1st Floor Library, offers tutoring for many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies.
- **Tutoring.** The University offers tutoring for many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies through the **Academic Center for Excellence (ACE)**. Location: FH 214. Web: <http://www.sulross.edu/academic-center-excellence>

Americans With Disabilities Act (ADA). Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request for accessibility services each semester for each class. *Students seeking accessibility services must contact:*

Mary Schwartz Grisham, M.Ed., LPC
SRSU Accessibility Services Coordinator
Telephone: 432-837-8203
Location: Ferguson Hall 112

Mailing Address: P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832

Counseling and Psychological Services. Provides counseling services and offers other services to students.

Location: Ferguson Hall 112
Hours: M-F 8am-12pm and 1pm-5pm
Phone: (432) 837-8203

Web: <http://www.sulross.edu/section/2408/counseling-accessibility-services>

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies

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pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Race, Sex, & Power in American History**IX. Course Schedule**

A Note on Assignments: Assignments are due by 11:59pm of the Sunday in the week during which they are assigned unless otherwise instructed. Discussion Posts in Blackboard should be a minimum 1-2 paragraphs in length. All assigned readings are available in Blackboard or through the SRSU Library.

Week 1 (August 22-28): Introductions**Assignments**

- Review syllabus
 - Familiarize yourself with the course Blackboard page
 - Discussion Entry, “Introductions”
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Week 2 (August 29-September 04): Foundations**Readings**

- Michel Foucault, *The History of Sexuality: An Introduction, Vol. 1*, (1978); 3-49.
- Audrey Smedley and Brian D. Smedley, *Race in North America: Origin and Evolution of a Worldview*, Fourth Edition (Westview Press, 2011), 11-188.

Assignments

- Bb Discussion, “Foundations.” Post your response to the readings—thoughts, reactions, reflections, questions, praise/criticism for the author(s), etc. If you’re struggling to get started, consider—What does it mean to say that race is a social construct? What does race have to do with gendered ideals of beauty? How are race, gender, and sexuality related to power?
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Week 3 (September 05-11): Indigenous Cultures**Readings**

- Slater and Yarborough, *Gender, and Sexuality in Indigenous North America, 1400-1850* (2012).

Assignments

- Bb Discussion, “Indigenous Gender & Sexuality”
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Week 4 (September 12-18): Colonial Early America**Readings**

- Kathleen M. Brown, “‘Good Wives’ and ‘Nasty Wenches’: Gender and Social Order in a Colonial Settlement,” *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* (University of North Carolina Press, 1996): 75-104.

Assignments

- Bb Discussion, “Settler Colonialism & Early America”

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Week 5 (September 19-25): Slavery, Race & Sex**Readings**

- Brier, Downs, Morgan, [*Connexions: Histories of Race and Sex in North America*](#) (2016)

Assignments

- Bb Discussion, “Slavery, Race, & Sex.” Choose three chapters (not including the introduction) to read and discuss in your post.

Week 6 (September 26-October 02): Jim Crow & Legacies of Slavery**Readings**

- Sarah Haley, [*No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity*](#) (2016)

Assignments

- Book Review #1 due

Week 7 (October 03-09): Essay #1**Assignments**

- Essay #1—*Format*: 6-8pgs, double-spaced, 12-point-font, 1: margins on all sides, Chicago Manual of Style citations. *Prompt*: Explain the roles that race and gender each played in shaping North America and the eventual United States through the Civil War Era. How do these categories develop and change over time? What impact do they have on the politics, economics, cultures, society, law, lives, and experiences of different peoples in America? Give examples and explain within historical context, including details and analysis of changes over time.

Week 8 (October 10-16) Immigration**Readings**

- Lee Bebout, [*Whiteness on the Border: Mapping the US Racial Imagination in Brown and White*](#) (2016), xiii-153.

Assignments

- Bb Discussion, “Immigration”
- Final Paper Topic Selection— Students must communicate with the professor to discuss tentative final paper topics, sources, and to get topic approval. Students who do not have topic approval prior to submission of the assignment will be subject to an automatic 20-point deduction.

Week 9 (October 17-23): Research Proposals

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- Submit 2-3pg Research Proposal, which should introduce and explain your 1) topic, 2) your methods (approach, what types of sources will you use), 3) a tentative argument, 4) what you think you will find, and 5) a tentative source list

Week 10 (October 24-30): Eugenics**Readings**

- Molly Ladd-Taylor, [*Fixing the Poor: Eugenic Sterilization and Child Welfare in the Twentieth Century*](#) (2017)

Assignments

- Book Review #2 due

Week 11 (October 31-November 06): Sexuality & Social Citizenship**Readings**

- Margot Canaday, "[Building a straight State: Sexuality and Social Citizenship under the 1944 G.I. Bill](#)," *The Journal of American History*, Vol. 90, No. 3 (December 2003), p.935-957.

Assignments

- Bb Discussion, "Sexuality and Social Citizenship"

Week 12 (November 07-13): Looking Back, Looking Forward**Listen/Watch**

- James Baldwin, "[The Free and the Brave](#)," Address to the Los Angeles Second Baptist Church, Spring 1963.

Assignments

- Essay #2—*Format*: 6-8pgs, double-spaced, 12-point-font, 1" margins on all sides, using Chicago Manual of Style citations. *Prompt*: Consider the content of this course so far. Which parts of Baldwin's words resonate with, or stand out to, you and why? What of what he says is still relevant today? How so, why/why not? Explain in detail, giving examples and historical contexts, using course materials and primary sources to support your argument(s).

Week 13 (November 14-20): Writing Days**Week 14 (November 21-27): Writing Days****Week 15 (November 28-December 04): Writing Days**

FINAL PAPERS DUE BY 5pm Monday, December 05, 2022
