

History of Race
HIS4090 – J-Term 2021
TR – 1:00-1:50pm

Dr. Ben Cater

bcater@pointloma.edu

Office hours: drop-ins and by appointment

PLNU Mission: To Teach, Shape, & Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is molded and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This course examines the origin and evolution of race in the United States and Latin America from the colonial era to the present. We concentrate on two significant expressions of modern racism – white supremacy and anti-Semitism – paying careful attention to factors such as science and trade, Christian theology and practice. By the end of this course, students should expect to have a nuanced intercultural understanding of race as a historical creation whose powerful and complicated legacies we grapple with today.

Foundational Explorations (General Education) Learning Outcome #2c

1. Students will be able to demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Student Course Learning Outcomes

1. Evaluate and articulate the diversity of human experience across this range of historical periods.
2. Use a historical perspective to understand the world today and address contemporary problems/issues.
3. Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.
4. Assess your own culture within the context of the process of globalization since 1800.
5. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
6. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Required Texts

-Frederickson, *Racism: A Short History* (978-0-691-16705-3)

-Various articles online - Dr. Cater will provide web links

Weekly Participation

Weekly participation is vital to succeeding in this remote course. Participation includes being ready and willing to discuss the assigned reading for the day. Being able to reference core ideas and passages will help you as well as other students deepen your/their understanding of an incredibly complicated topic. In terms of screen etiquette, students are required to have their live video feeds on, be alert, and focused on the discussion. Having separate conversations, eating or making food, driving, taking care of pets, doing yoga, and/or walking on the beach during class discussions is not permitted. Students who these and other things that divide their attention will be counted absent for the day.

HIS4090 is a two-unit course, which means it will require about 4 hours of studying per week. Developing a daily routine of studying in a quiet spot will be critical to staying on task. The majority of students who do well in this course develop a routine during the first week of class. They also participate in voluntary virtual office hours via FaceTime or Zoom that they can arrange by emailing their professor(s).

Online Course Communication

Since communicating online is very different than face-to-face, students should make every effort to think about *how* and *what* they communicate over the internet. Speaking and writing in informed, relevant, and respectful ways is an expectation of all students, particularly as we discuss issues that defy formulas and objective answers. Disagreements will likely exist (given the divisive nature of the course content) but Dr. Cater is committed to making HIS4090 respectful and safe for everyone.

In terms of communicating with your professors, students will be responsible for all messages sent by them to their PLNU email and Canvas accounts. Since Dr. Cater frequently provides clarifying notes about course content and assignments, please check your accounts daily. If you have questions, comments, or concerns about the course, communicate them respectfully through email to: bcater@pointloma.edu However, please do not expect your professor to respond during the weekend (Friday evening to Sunday evening) unless it is an emergency. If that is the case, please indicate it in the subject line of your email.

Grading Policy (Scale and Weights)

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%

D 64-66%
D- 60-63%
F 0-59%

Review Questions 100 pts total
Final Exam 100 pts total
Participation 50 pts total

Assignments

The essential work of this class is reading, discussing ideas, and responding in writing to Review Questions (RQ) based on the readings. Because this class revolves around the textbook, it is imperative that students come to class having completed the reading. By “completed,” I mean having read and thought about and even discussed it with other students, friends, or parent about the big ideas. Discussion is an ancient pedagogy that allows people, who think in words, to leverage their collective wisdom about really complicated ideas. For many people conversation is the highlight of their college education. Regarding writing, good answers to RQs will be correct and include **direct quotations and paraphrases (both with page numbers in quotations)** to support their answers. Answers should be arguments more than assertions, as the former relies on evidence while the latter does not and is based on opinions. Written answers do not need to be any specific length, but **1-2 pages** should be long enough to warrant full credit. Dr. Cater will provide general feedback to the class as a whole, but for individual feedback, students should request it specifically. In the aggregate, Review Questions will count for the largest amount of points in the class, so completing them well and in a timely manner will be critical to one’s academic success. Details to come on the form and content of the Final Exam.

Incomplete and Late Work

Do not turn in incomplete or late work. It is not in your interest to do so. However, if you must remember that incomplete work can be completed and resubmitted for reduced credit (5% off) within one day of its original due date. Late work can be submitted for reduced credit (5% off each day) until two days of the original date; after that, it counts as an incomplete.

Final Exam Policy

Successful completion of this class requires taking the final exam on its scheduled day. No requests for early examinations or alternative days will be approved.

Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. **All written work is automatically checked against Turn-It-In.** A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of

the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. For more information, see the following link:

https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic_HonestyLinks
to an external site.

University Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the U.S. Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

Below is an approximate schedule of topics, assignments, and assessments. Dr. Cater reserves the right to make adjustments if necessary.

Week One:

Overview: This week students will learn about religion and the invention of racism.

Student Learning Outcomes

By completing this week's work you will ...

1. Evaluate and articulate the intellectual diversity of thoughts about “racial” difference across this range of historical periods.
2. Use a historical perspective to understand the world today and address contemporary problems/issues.
3. Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.
4. Assess your own understanding of racism within the context of the process of globalization since the early twentieth century.
5. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
6. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

-1/12

-Class Discussion: <https://pointloma.zoom.us/j/95737985740>

-Read *Racism: A Short History (RSH)*: Introduction, pgs. 1-13

RQ: How does Frederickson define “racism”? What are some features of ideological racism?

-1/14

-Class Discussion: <https://pointloma.zoom.us/j/95737985740>

-Read *RSH*: Chpt. 1, pgs. 17-32

RQ: Why does Frederickson consider anti-semitism in the Middle Ages only “proto-racism”?

RQ: What impact did the Black Death have on popular animosity toward the Jews?

Week Two:

Overview: This week we will explore the rise of modern racisms: White Supremacy and Antisemitism in the eighteenth and nineteenth centuries.

Student Learning Outcomes

By completing this week's work you will ...

1. Evaluate and articulate the intellectual diversity of thoughts about “racial” difference across this range of historical periods.
2. Use a historical perspective to understand the world today and address contemporary problems/issues.
3. Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.
4. Assess your own understanding of racism within the context of the process of globalization since the early twentieth century.
5. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
6. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

-1/19

-Class Discussion at 1pm: <https://pointloma.zoom.us/j/95737985740>

-Read *RSH*: Chpt. 1, pgs. 33-47

RQ: Who were “conversos” and why does Frederickson say the idea of them pointed to a modern type of racism?

RQ: Describe how the Bible complicated popular ideas about race. Did Christian theology support or resist the development of modern racism, according to Frederickson?

-1/21

-Read *RSH*: Chpt. 2, pgs. 51-70

RQ: In what way(s) was the Enlightenment a “double-edged sword”?

RQ: Why does Frederickson implicate Anthropology in the creation of modern racism?

Week Three:

Overview: The theme of “climax and retreat” inform our discussion this week of racism in the twentieth century.

Student Learning Outcomes

By completing this week's work you will ...

1. Evaluate and articulate the intellectual diversity of thoughts about “racial” difference across this range of historical periods.
2. Use a historical perspective to understand the world today and address contemporary problems/issues.
3. Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.
4. Assess your own understanding of racism within the context of the process of globalization since the early twentieth century.
5. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
6. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

-1/26

-Class Discussion at 4:00pm: <https://pointloma.zoom.us/j/95737985740>

-Read *RSH*: TBA
RQ: TBA

-1/28

-Read *RSH*: TBA
RQ: TBA

Week Four:

Overview: What racism looks like at the dawn of the twenty-first century will be the focus of our reading and conversation this week.

Student Learning Outcomes

By completing this week's work you will ...

1. Evaluate and articulate the intellectual diversity of thoughts about “racial” difference across this range of historical periods.
2. Use a historical perspective to understand the world today and address contemporary problems/issues.
3. Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.

4. Assess your own understanding of racism within the context of the process of globalization since the early twentieth century.
5. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
6. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

-2/2

-Class Discussion at 4:00pm: <https://pointloma.zoom.us/j/95737985740>

-Read *RSH*: TBA

RQ: TBA

-2/4

-Read *RSH*: TBA

RQ: TBA

Week Five:

Overview: Looking back at what we have learned this semester and how it informs your vocationally calling in Jesus Christ will be the focus of this week.

Student Learning Outcomes

By completing this week's work you will ...

1. Evaluate and articulate the intellectual diversity of thoughts about "racial" difference across this range of historical periods.
2. Use a historical perspective to understand the world today and address contemporary problems/issues.
3. Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.
4. Assess your own understanding of racism within the context of the process of globalization since the early twentieth century.
5. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
6. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

-2/9

-Class Discussion at 4:00pm: <https://pointloma.zoom.us/j/95737985740>

-Read *RSH*: TBA

RQ: TBA

-2/11

-Class Discussion at 4:00pm: <https://pointloma.zoom.us/j/95737985740>

-Final Exam