

# Race in the Americas: Themes and Problems (HI923)

Course Convenor: Professor Guy Thomson

## Aims and Objectives

The MA programme in the history of race in the Americas introduces students to the history of race and the construction of ethnic identities in the United States, Latin America and the Caribbean, from the colonial period to the present day. It focuses particularly on indigenous peoples and Africans and their descendants and on their relations with European Americans and with each other. This core module familiarises students with key texts, offers critical approaches to theories of race and ethnicity as they relate to the Americas, and provides a framework for undertaking more specialised research in the dissertation. It is designed to complement 'Theory, Skills and Methods'.

## Seminar Programme

Week 1. Introduction: Contact Zones and Colonialism (RE)

Week 2. Writing the New World (JK)

Week 3. Slavery and Resistance (SL)

Week 4. Law and Race in Colonial Spanish America (FE-B)

Week 5. Theorising Race (RE)

Week 6. Reading Week (No Seminar)

Week 7. Indians/Native Americans and Creole Republics (GT)

Week 7. Inventing Whiteness (SL)

Week 8. Race and Culture in Post War America: The struggle for Civil Rights (RF)

Week 10. Indigenismo and Indians in C20th Latin America (GT)

## Short Essay Titles

These are sample essay titles. You are welcome to use other titles suggested by members of staff or a title of your own devising, provided, in the latter case, that you first confirm its suitability with the relevant staff member.

- Did colonial rule create and promote racism? Discuss with reference to sixteenth-century Spanish America and eighteenth-century Anglo America.
- Analyse the image of the barbarian and the 'noble savage' in any colonial chronicle and in Montaigne's essay 'On Cannibals'.
- Discuss the sources on Shakespeare's *The Tempest*.
- Can *The Tempest* be read as an 'American' fable?
- Analyse the characters of Prospero, Caliban, Ariel and Miranda in *The Tempest*.
- Why has *The Tempest* played such a significant role in postcolonial criticism?

- Why did Europeans treat Africans and Native Americans differently in the Americas?
- How far was the introduction of slavery to the Americas an 'unthinking decision' (W. Jordan)?
- Why were there more slave revolts in the Caribbean and Latin America than in the United States?
- What is 'race'?
- Have scientific ideas of 'race' changed substantially over the last 300 years?
- How and why have historians differed in their assessments of the significance of the Haitian Revolution?
- 'Nothing but freedom.' Is this a fair assessment of the black experience in post-emancipation societies?
- Is there such a thing as 'whiteness' and what, if anything, does it mean?
- To what extent are women the real markers of race and/or 'whiteness' and 'blackness'?
- When did the Irish become 'white' and for what reason?
- How did Amerindian resistance shape state and nation building in 19<sup>th</sup>-century Latin America? Discuss with reference to one or more country.
- What role does race play in formulations of American history and nationhood? Give specific examples from American visual culture.
- How did early anthropologists (before c. 1930) explain 'racial' differences?
- Did indigenismo represent a reversal in the negative stereotype of the Indian?
- Did indigenous people benefit at all from indigenismo?
- What role did religion play in the US Black Freedom struggle?

## **Assessment**

1 assessed essay of 5,000 words: the course is taught in weekly 2-hour seminars

## **Seminar 1: Introduction: Contact Zones and Colonialism (Rebecca Earle)**

This seminar introduces students to the history of the Americas, and explores the intimate relationship between colonialism and the development of ideas about race

### **For discussion**

1. What topics might be embraced a study of race in the Americas?
2. What similarities, and what differences, underpin the development of racial thinking across the Americas?

### **Readings**

- David Brion Davis, 'Constructing Race: A Reflection', *William and Mary Quarterly*, 3d series, vol. 54:1 (1997).
- Richard Graham, 'Introduction', *The Idea of Race in Latin America, 1870-1940*, ed. Richard Graham (1990).
- Gary Nash, 'The Hidden History of Mestizo America', *Journal of American History*, vol. 82:3 (1995).

## Seminar 2: Writing the New World (John King)

This session discusses representations of native peoples in European Literature.

### Readings

#### **Required Reading**

- M. de Montaigne, 'On Cannibals'.
- W. Shakespeare, *The Tempest*.

#### **Further Reading**

- Pagden, *The Fall of Natural Man*, chapters 1-2.
- E. Said, ed., *Literature and Society*, essay by Greenblatt.
- E. Said, *Literature and Imperialism*.
- L. Marx, *The Machine in the Garden*.
- S. Greenblatt, *Marvellous Possessions*.
- P. Hulme, *Colonial Encounters*.
- T. Todorov, *The Conquest of America*.
- L. Huddleston, *Origins of the American Indians*.
- Leonard, *The Books of the Brave*.
- G. Lamming, *The Pleasures of Exile*.
- L. Fiedler, *The Stranger in Shakespeare*.
- P. Brown, article in J. Dollimore, ed., *Political Shakespeare*.
- E. Jones, *Othello's Countrymen*.
- P. Brockbank, article on Art and Empire in *Stratford upon Avon Studies*, Vol.8.

See also the video *How Tasty was my Little Frenchman*.

## Seminar 3: Slavery and Resistance (Sergio Lussana)

This session examines slave resistance in the Americas. It explores why there were more slave revolts in the Caribbean and Latin American than in the United States. It pays particular attention to the forms of resistance employed by those enslaved in the United States.

### Questions

1. Why were there fewer slave revolts in the United States than elsewhere in the Americas?
2. What forms did resistance typically take for the enslaved in the American South?
3. What is James C. Scott's thesis? Do you agree that the forms of resistance he discusses 'achieved far more in their unannounced, limited, and truculent way than the few heroic and brief armed uprisings about which so much has been written'? (p. 34, *Weapons of the Weak*).
4. How does Stephanie Camp use James C. Scott's theory in her examination of enslaved women and resistance? What do you make of her arguments?

### Readings

#### *Required Texts*

- Eugene Genovese, *From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World* (Baton Rouge: Louisiana State University Press, 1979), [chap. 1.]
- James C. Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance* (New Haven: Yale University Press, 1985), [available as ebook in Warwick library]; James C. Scott, *Domination and the Art of Resistance: Hidden Transcripts* (New Haven: Yale University Press, 1992).
- Raymond A. Bauer and Alice H. Bauer, 'Day to Day Resistance to Slavery', *The Journal of Negro History*, 27:4 (October, 1942), pp. 388-419.
- Stephanie M. H. Camp, 'The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861', *The Journal of Southern History*, 68:3 (August, 2002), pp. 533-72.

#### *Supplementary Readings*

- Aptheker, Herbert. *American Negro Slave Revolts*. 5th ed. ed. New York: International Publishers, 1987.
- ———. *Nat Turner's Slave Rebellion*. New York: Published for A.I.M.S. by Humanities Press, 1966.
- Camp, Stephanie M. H. *Closer to Freedom : Enslaved Women and Everyday Resistance in the Plantation South*. Chapel Hill, N.C. ; London: University of North Carolina Press, 2004.
- Egerton, Douglas R. *Death or Liberty : African Americans and Revolutionary America*. Oxford ; New York: Oxford University Press, 2009.
- ———. *Gabriel's Rebellion : The Virginia Slave Conspiracies of 1800 and 1802*. Chapel Hill: University of North Carolina Press, 1993.
- ———. *He Shall Go out Free : The Lives of Denmark Vesey*. 1st ed. ed. Madison, Wis.: Madison House, 1999.

- Franklin, John Hope, and Loren Schweninger. *Runaway Slaves : Rebels on the Plantation*. New York ; Oxford: Oxford University Press, 1999.
- Frey, Sylvia R. *Water from the Rock : Black Resistance in a Revolutionary Age*. Princeton, N.J.: Princeton University Press, 1991.
- Greenberg, Kenneth S. *Nat Turner : A Slave Rebellion in History and Memory*. Oxford: Oxford University Press, 2003.
- Johnson, Michael P. "Runaway Slaves and the Slave Communities in South Carolina, 1799 to 1830." *The William and Mary Quarterly: A Magazine of Early American History* 38, no. 3 (1981): 418-41.
- Jones, Norrece T. *Born a Child of Freedom, yet a Slave : Mechanisms of Control and Strategies of Resistance in Antebellum South Carolina*. 1st ed. ed. Middletown, Conn.: Wesleyan University Press, 1990.
- Lichtenstein, Alex. "'That Disposition to Theft, with Which They Have Been Branded': Moral Economy, Slave Management, and the Law." *Journal of Social History* 21, no. 3 (1988): 413-40.
- Lockley, Timothy James. *Maroon Communities in South Carolina : A Documentary Record*. Columbia, S.C.: University of South Carolina Press, 2009.
- Meaders, Daniel E. "South Carolina Fugitives as Viewed through Local Colonial Newspapers with Emphasis on Runaway Notices 1732-1801." *Journal of Negro History* 60, no. 2 (1975): 288-319.
- Morgan, Philip. "Colonial South Carolina Runaways: Their Significance for Slave Culture." *Slavery & Abolition* 6, no. 3 (1985): 57-78.
- Mullin, Gerald W. *Flight and Rebellion. Slave Resistance in Eighteenth-Century Virginia*. New York: Oxford University Press, 1972.
- Pearson, Edward. "'A Countryside Full of Flames': A Reconsideration of the Stono Rebellion and Slave Rebelliousness in the Early Eighteenth-Century South Carolina Lowcountry." *Slavery & Abolition* 17, no. 2 (1996): 22-50.
- Pearson, Edward A. *Designs against Charleston : The Trial Record of the Denmark Vesey Slave Conspiracy of 1822*. Chapel Hill: University of North Carolina Press, 1999.
- Perrin, Liese M. "Resisting Reproduction: Reconsidering Slave Contraception in the Old South." *Journal of American Studies* 35, no. 2 (2001): 255-74.
- Sidbury, James. *Ploughshares into Swords : Race, Rebellion, and Identity in Gabriel's Virginia, 1730-1810*. Cambridge: Cambridge University Press, 1997.
- Smith, Mark M. "Remembering Mary, Shaping Revolt: Reconsidering the Stono Rebellion." *Journal of Southern History* 67, no. 3 (2001): 513-34.
- ———. *Stono : Documenting and Interpreting a Southern Slave Revolt*. Columbia, S.C.: University of South Carolina Press, 2005.
- Thornton, John K. "African Dimensions of the Stono Rebellion." *The American Historical Review* 96, no. 4 (1991): 1101-13.
- Wood, Betty. "Some Aspects of Female Resistance to Chattel Slavery in Low Country Georgia, 1763-1815." *Historical Journal* 30, no. 3 (1987): 602-22.
- Young, Jason R. *Rituals of Resistance : African Atlantic Religion in Kongo and the Lowcountry South in the Era of Slavery*. Baton Rouge: Louisiana State University Press, 2007.

## Seminar 4: Law and Race in Colonial Spanish America (Frank Eissa-Barroso)

This seminar explores the relationship between race and the legal system in colonial Spanish America by looking at the development of specific institutions for Indian justice, the use of the legal system by subordinate groups, and the ways in which we can access the voice of these groups through legal documents.

### Questions

1. How did European ideas about race and justice influence the development of early Spanish American institutions? Why did the crown establish separate 'republics' of Indians and Spaniards?
2. Legally, what did it mean to be an Indian in colonial Spanish America? Did their legal status provide any benefits to Indian communities or individuals? How did access to the Spanish legal system affect the structures and internal life of Indian communities?
3. Can we say that the legal system gave agency to Indians and Blacks in Colonial Spanish America? What can we learn about the experiences of Indians and Blacks in colonial Spanish America through legal documents?

### Primary sources

- Arrelucea Barrantes, Maribel, 'Slavery, Writing and Female Resistance: Black Women Litigants in Lima's Late Colonial Tribunals of the 1780s', in K.J. McKnight and L.J. Garofalo (eds.), *Afro-Latino Voices. Narratives from the Early Modern Ibero-Atlantic World, 1550-1812* (Indianapolis, 2009), pp. 285-301.
- 'Letter of the council of Huejotzingo to the king, 1560', in A.J.O. Anderson, F. Berdan and J. Lockhart (eds.), *Beyond the Codices: the Nahua View of Colonial Mexico* (Berkeley, 1976), pp. 176-190.
- 'Letter of members of the council of San Pedro Huehuetlan, Soconusco, to Licentiate Francisco Briceño, visitor general, in Santiago de Guatemala, 1565', in A.J.O. Anderson, F. Berdan and J. Lockhart (eds.), *Beyond the Codices: the Nahua View of Colonial Mexico* (Berkeley, 1976), pp. 190-196.
- McKnight, Kathryn Joy, 'Elder, Slave, and Soldier: Maroon Voices from the Palenque del Limon, 1634', in K.J. McKnight and L.J. Garofalo (eds.), *Afro-Latino Voices. Narratives from the Early Modern Ibero-Atlantic World, 1550-1812* (Indianapolis, 2009), pp. 64-81.
- 'Petition for removal of the priest of Jalostotitlan, 1611', in A.J.O. Anderson, F. Berdan and J. Lockhart (eds.), *Beyond the Codices: the Nahua View of Colonial Mexico* (Berkeley, 1976), pp. 166-174.

### Readings

- Bennett, Herman L., *Africans in Colonial Mexico: Absolutism, Christianity, and Afro-Creole Consciousness, 1570-1640* (Bloomington, 2005), pp. 51-79.

- Borah, Woodrow, 'The Spanish and Indian Law: New Spain', in G.A. Collier, R.I. Rosaldo, and J.D. Wirth (eds.), *The Inca and Aztec States 1400–1800* (New York, 1982), pp. 265-288.
- Borah, Woodrow, *Justice by Insurance: the General Indian Court of Colonial Mexico and the Legal Aids of the Half-Real* (Berkeley, 1983), especially chapters 4 and 5.
- Bryant, Sherwin K., 'Enslaved rebels, fugitives, and litigants: the resistance continuum in colonial Quito', *Colonial Latin American Review* 13:1 (2004), pp. 7-46.
- Cañeque, Alejandro, *The king's living image: the culture and politics of viceregal power in Colonial Mexico* (New York, 2004), Chapters 6-7.
- Charles, John, "'More Ladino than Necessary": Indigenous Litigants and the Language Policy Debate in Mid-Colonial Peru', *Colonial Latin American Review* 16:1 (2007), pp. 23-47.
- Fisher, Andrew B. and Matthew D. O'Hara, 'Introduction: Racial Identities and Their Interpreters in Colonial Latin America', in A.B. Fisher and M.D. O'Hara (eds.), *Imperial Subjects: Race and Identity in Colonial Latin America* (Durham, 2009), pp. 1-38.
- MacLachlan, Colin M., *Spain's empire in the new world: the role of ideas in institutional and social change* (Berkeley, 1998), Chapter 3.
- Nowack, Kerstin, '*Las Mercedes que pedía para su salida*. The Vilcabamba Inca and the Spanish State, 1539-1572', in D. Cahill and B. Tovías (eds.), *New World, First Nations. Native Peoples of Mesoamerica and the Andes under Colonial Rule* (Brighton: Sussex Academic Press, 2006), pp. 57-91.
- Owensby, Brian P., *Empire of Law and Indian Justice in Colonial Mexico* (Stanford: Stanford University Press, 2008), especially chapters 1, 2 and 3.
- Stern, Steve J., *Peru's Indian Peoples and the Challenge of Spanish Conquest* (Madison: University of Wisconsin Press, 1993), Chapter 5.
- Tavarez, David, 'Legally Indian: Inquisitorial Readings of Indigenous Identity in New Spain', in A.B. Fisher and M.D. O'Hara (eds.), *Imperial Subjects: Race and Identity in Colonial Latin America* (Durham, 2009), pp. 81-100.
- Yannakakis, Yanna, 'The Indios Conquistadores of Oaxaca's Sierra Norte: From Indian Conquerors to Local Indians', in L. E. Matthew and M. R. Oudijk (eds.), *Indian Conquistadors: Indigenous Allies in the Conquest of Mesoamerica* (Norman: University of Oklahoma Press, 2006), pp. 227-253.



## Seminar 5: Theorising Race (Rebecca Earle)

This seminar traces the development of racial ideology from the late eighteenth century to Darwin.

### Questions

1. How have the bases of racial difference been defined in learned thought? In what ways have European understandings about 'race' changed from the 18th to the 19th centuries? When did race become a biological concept?
2. Have European ideas about race always assumed European superiority?
3. What is the relationship between the development of ideas about race, about class, and about gender?
4. How does current scientific thinking deal with the idea of race?

### Primary Texts

- Buffon, Georges Louis Leclerc, Comte de, 'Variétés dans l'espèce humaine' (1749-1804), *Oeuvres complètes de Buffon* (Paris, 1859), vol. 3, pp. 268-324
- Darwin, Charles, *The Descent of Man and Selection in Relation to Sex* (1871), John Murray (London, 1888), Chapter 7: 'On the Races of Man'
- Gobineau, Arthur, Comte de, 'Essay on the Inequality of the Human Races' (1853-5), in *Gobineau: Selected Political Writings*, Michael Biddiss (ed.), Jonathan Cape (London, 1970)

### Secondary Texts

- Gould, Stephen Jay, 'American Polygeny and Craniotomy before Darwin', in *The 'Racial' Economy of Science: Toward A Democratic Future*, ed. Sandra Harding, Indiana University Press (Bloomington, 1993), 84-115.
- Gould, Stephen Jay, *Ever Since Darwin: Reflections in Natural History*, Penguin (1973), Chapter 27: 'Racism and Recapitulation'
- Greene, John, *The Death of Adam: Evolution and its Impact on Western Thought*, Iowa State University Press (Ames, 1959), Chapter 8: 'The Origin of Human Races'
- Hudson, Nicholas, 'From 'Nation' to 'Race': The Origins of Racial Classification in Eighteenth-Century Thought', *Eighteenth-Century Studies*, vol. 29 (1996), pp. 247-64
- Livingstone, Frank B., 'On the Nonexistence of Human Races' in *The 'Racial' Economy of Science: Toward A Democratic Future*, ed. Sandra Harding, Indiana University Press (Bloomington, 1993), 132-141.
- Malik, Kenan, *The Meaning of Race: Race, History and Culture in Western Society*, New York University Press (New York, 1996), Chapter 2: 'The Social Limits to Equality', and Chapter 3: 'The Making of a Discourse of Race'
- Marshall, Gloria, 'Racial Classifications: Popular and Scientific' in *The 'Racial' Economy of Science: Toward A Democratic Future*, ed. Sandra Harding, Indiana University Press (Bloomington, 1993), 116-127.

- McClintock Anne, *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, Routledge (New York, 1995)
- Schiebinger, Londa, *Nature's Body: Sexual Politics and the Making of Modern Science*, Pandora (1993), Chapter 4: 'The Anatomy of Difference', and Chapter 5: 'Theories of Gender and Race' (available online at [www.hsph.harvard.edu/rt21/concepts/SCHIEBINGER.html](http://www.hsph.harvard.edu/rt21/concepts/SCHIEBINGER.html))
- Schiebinger, Londa, *The Mind Has No Sex: Women and the Origins of Modern Science*, Harvard University Press (Cambridge, 1989), Chapter 7: 'More than Skin Deep: the Scientific Search for Sexual Difference'
- Stepan, Nancy Leys, and Sander L. Gilman, 'Appropriating the Idioms of Science: The Rejection of Scientific Racism' in *The 'Racial' Economy of Science: Toward A Democratic Future*, ed. Sandra Harding, Indiana University Press (Bloomington, 1993), 170-199.
- Washburn, S. L., 'The Study of Race' in *The 'Racial' Economy of Science: Toward A Democratic Future*, ed. Sandra Harding, Indiana University Press (Bloomington, 1993), 128-132.

### **Scientific Writings**

- 'Is Race Real?', a web forum organised by the Social Sciences Research Council, <http://raceandgenomics.ssrc.org/>
- Parra, Flavia, Roberto Amado, José Lambertucci, Jorge Rocha, Carlos Antunes and Sérgio Pena, 'Color and Genomic Ancestry in Brazilians', *Proceedings of the National Academy of Science* 100:1 (2003).
- Phinney, Jean, 'When We Talk about American Ethnic Groups, What Do We Mean?', *American Psychologist* 31:9 (1996).
- Templeton, Alan, 'Human Races: A Genetic and Evolutionary Perspective', *American Anthropologist*, vol. 100:3 (1999).

## Seminar 6: Indians/Native Americans and Creole Republics (Guy Thomson)

This session will explore the response of the Indian population of Mexico, Bolivia and Peru, to republican government during the Nineteenth Century.

### For discussion

1. How successful were Indians in conserving the protected status they enjoyed under colonial rule ? (Turner and Guardino)
2. To what extent, if any, did Indian communities participate in regional and national politics and economies? (Mallon, Larson and Langer)
3. Why was Indian participation at these levels often labelled “Caste war” by Mestizo and Creole authorities? (Rus)
4. To what extent were Indians in the Nineteenth Century aware of being Mexicans, Bolivians or Peruvians? (Mallon, Platt and Thomson)
5. What do the histories of Juan Francisco Lucas and Pedro Pablo Atusparia tell us about differences in the process of nation-state building in Mexico and Peru? (Thomson and Thurner)

### Readings

#### *Mexico*

- Peter Guardino, "Barbarism or Republican Law. Guerrero's Peasants and National Politics, 1820-1846" *The Hispanic American Historical Review* 1995
- Guy Thomson, 'Bulwarks of Patriotic Liberalism: the National Guard, Philharmonic Corps and Patriotic Juntas in Mexico, 1847-1888,' *Journal of Latin American Studies* 22, 1990:31-68.
- Guy Thomson, 'Popular Aspects of Liberalism in Mexico, 1848-1888,' *Bulletin of Latin American Research* 10, 1991, 121-52.
- Guy Thomson, 'Juan Francisco Lucas. Patriarch of the Sierra Norte de Puebla,' in *The Human Tradition in Latin America* ed. William H Beezley and Judith Ewell (Wilmington, 1988),1-13.
- Florencia Mallon, "Reflections on the Ruins: Everyday Forms of State Formation in 19th C Mexico " in Gilbert Joseph and Daniel Nugent *Everyday Forms of State Formation*, pp.69-106.
- Jan Rus, "Whose Caste War ? Indians, Ladinos and the Chiapas 'Caste War' of 1869," in *Spaniards and Indians in Southeastern Mesoamerica* eds. Murdo MacLeod and Robert Wasserstrom, Nebraska, 1983, 127-68

#### *Peru and Bolivia*

- Chs. By Heraclio Bonilla, Florencia Mallon and Tristan Platt, in Part III “Rebellion and Nation-State Formation: 19<sup>th</sup> Century Perspectives” in Steve Stern, ed., *Resistance, Rebellion, and Consciousness in the Andean Peasant World* Wisconsin, 1987, 213-320.
- Brooke Larson, section “Peru: National Sovereignty and the ‘Indian Problem’ ” . in “Andean Highland Peasants and the Trials of Nation Making during the Nineteenth Century”, in *Cambridge History of the Native Peoples of Latin America* Vol.III, Part 2, 558-703
- Tristan Platt, ‘Simon Bolivar, the Sun of Justice and the Amerindian Virgin: Andean Conceptions of the Patria in Nineteenth-Century Potosi’, *Journal of Latin American Studies*, vol. 25:1 (1993),

159-185.

- Cecilia Mendez G “Incas Si, Indios No: Notes on Peruvian Creole Nationalism and Its Contemporary Crisis” *Journal of Latin American Studies*, Vol. 28, No. 1. (Feb., 1996), pp. 197-225
- Mark Thurner “Republicanos and ‘La Comunidad de Peruanos’: Unimagined Political Communities in Postcolonial Andean Peru”, *Journal of Latin American Studies*, 1995, 291-318
- Erick Langer, “Bringing the Economic Back In: Andean Indians and the Construction of the Nation-State in Nineteenth-Century Bolivia” *Journal of Latin American Studies*, [41](#), [3](#), August 2009, 527-551

### **Further Reading**

- Florencia Mallon, *Peasant and Nation The Making of Post-colonial Mexico and Peru* Berkeley, 1994
- Mark Thurner, *From Two Republics to One Divided Contradictions of Postcolonial Nation-building in Andean Peru*
- Guy Thomson with David LaFrance, *Politics, Patriotism and Popular Liberalism in Nineteenth-Century Mexico Juan Francisco Lucas and the Puebla Sierra*
- Peter Guardino, *Peasants, Politics and the Formation of Mexico’s National State*
- Guy Thomson, “Agrarian Conflict in the Municipality of Cuetzalan” (Sierra de Puebla): The Rise and Fall of "Pala" Agustín Dieguillo, 1861-1894, *Hispanic American Historical Review* 71, 1991:205-58 (for shorter version of Pala Agustín’s career see my “Popular Aspects of Liberalism” above).

## Seminar 7: Inventing Whiteness (Sergio Lussana)

This seminar explores the concept of “whiteness” as an element of racial stereotyping in the eighteenth and nineteenth centuries and explores whether it is useful or useless historical concept.

### For discussion

1. Is there such a thing as “whiteness” and what, if anything, does it mean?
2. Does “whiteness” only exist in order to confirm “blackness” and other forms of difference?
3. Is there such a thing as national character, as Hume described it, and does national character have any relationship to identity and to identity politics?
4. To what extent are women the real markers of race and “whiteness” and “blackness”?
5. When did the Irish become “white” and for what reason?

### Required Readings

- James Baldwin, “Stranger in the Village,” *Notes of a Native Son* (1953, rept; 1995), 151-65
- David Hume, “Of National Characters,” in *Essays, Moral, Political and Literary* (1742)  
<http://www.utilitarian.net/hume/>
- Joyce Chaplin, “Race,” in David Armitage and Michael J. Braddick, ed., *The British Atlantic World, 1500-1800* (London, 2002), 154-74
- Alastair Bonnett, “Geography, “race” and whiteness: Invisible traditions and current challenges,” *Area*, 29 (1997), 193-99
- Kathleen Wilson, *The Island Race: Englishness, Empire and Gender in the Eighteenth Century* (London, 2003), 129-68
- Felicity Nussbaum, *The Limits of the Human: Fictions of Anomaly, Race, and Gender in the Long Eighteenth Century* (Cambridge, 2003), 135-88
- David Lambert, *White Creole Culture, Politics and Identity during the Age of Abolition* (Cambridge, 2005), 73-104

### Additional Reading

- Vron Ware, *Beyond the Pale: White Women, Racism, and History* (London, 1992)
- David Roediger, *The Wages of Whiteness: Race and the Making of the American Working Class* (London, 1992)
- Alastair Bonnett, *White Identities: Historical and International Perspectives* (London, 2000)
- Catherine Hall, *White, male and middle class: Explorations in feminism and history* (New York, 1988)
- Ann Laura Stoler, *Race and the Education of Desire: Foucault’s History of Sexuality and the Colonial Order of Things* (Durham, 1995)
- David Lambert, *White Creole Culture, Politics and Identity during the Age of Abolition* (Cambridge, 2005)

## Seminar 8: Race and Culture in Post War America: The struggle for Civil Rights (Roger Fagge)

This session will explore the cultural and political dimensions of the black freedom struggle in the US.

### For Discussion

1. What was the social position of African Americans prior to 1945?
2. How did the struggle for Civil Rights change over the C20th, and to what extent was it successful?
3. How was the black freedom struggle represented in culture?
4. What role did the civil rights movement play in the wider struggle for civil rights by other minorities in the post-war US?

### Readings

- James Baldwin, 'Notes of a Native Son, in *Notes of a Native Son* (page nos. vary according to edition)
- Martin Luther King, *Letter from Birmingham City Jail*. (Available online, see [www.stanford.edu/group/King/popular\\_requests/frequentdocs/birmingham.pdf](http://www.stanford.edu/group/King/popular_requests/frequentdocs/birmingham.pdf) -)
- Nina Simone, *Mississippi Goddam* (lyric and song)

### Further Readings

- James Baldwin, *The Fire Next Time* (1963)
- Martha Biondi, *To Stand and Fight: The Struggle for Civil Rights in Postwar New York City* (2003)
- David M. Chalmers, *And the Crooked Places Made Straight: The Struggle for Social Change in the 1960s* (1991)
- Gary Gerstle, *American Crucible: Race and Nation in the Twentieth Century* (2001)
- Eldridge Cleaver, *Soul on Ice* (1968)
- Jack. E. Davis (ed.), *The Civil Rights Movement* (2001)
- Adam Fairclough, *Better Day Coming: Blacks and Equality, 1890-2000* (2001)
- Maurice Isserman, and Michael Kazin (eds.), *America Divided: The Civil War of the 1960s* (2000)
- Peter Ling and Sharon Monteith (eds.), *Gender and the Civil Rights Movement* (2004)
- Howell Raines (ed.), *My Soul is Rested: The Story of the Civil Rights Movement in the Deep South* (1983)
- Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (1996)
- Brian Ward, *Radio and the Struggle for Civil Rights in the South* (2004)
- Malcolm X, *Autobiography* (1966)

### Articles

- Adam Fairclough, "Being in the Field of Education and also being a Negro...seems...tragic". Black teachers in the Jim Crow South', *Journal of American History*, 87, 1 (June 2000)

- Ruth Feldstein, "I Don't Trust You Anymore": Nina Simone, Culture and Black Activism in the 1960s', *Journal of American History*, 91, 4
- Thomas J. Sugrue, "Affirmative Action from Below: Civil Rights, the Building Trades, and the Politics of Racial Equality in the Urban North, 1945-1969," *The Journal of American History*, 91, 1 (June 2004)
- Timothy Tyson, 'Robert F. Williams, "Black Power", and the roots of the African-American freedom struggle', *Journal of American History*, 85, 2 (1998)
- Various, 'A Round Table: Martin Luther King Jr.', *Journal of American History*, 74, 2 (1987), pp.436-81
- Various, 'The Voices of African American Women in the Civil Rights Movement' (Special Issue) *Journal of Black Studies*, 26, 5, (May, 1996), pp. 560-576
- Various, 'Round Table: Brown v. Board of Education, Fifty Years After', *The Journal of American History*, Vol 91, 1 (June 2004)

## **Seminar 9: Indigenismo and Indians in C20th Latin America (Guy Thomson)**

In the early 20<sup>th</sup> Century elites throughout Latin America turned to the Indian populations as a source for constructing a more culturally inclusive sense of national identity. This preoccupation with the Indian – “indigenismo” - took different forms in different national and regional contexts.

This seminar will explore indigenista ideas and projects and indigenous responses in Mexico, Guatemala, Peru and Bolivia.

### **Readings**

#### ***Mexico***

- Stephen E Lewis, “The Nation, Education, and the ‘Indian Problem’ in Mexico, 1920-1940”, in Mary Kay Vaughan and Stephen E Lewis, *The Eagle and the Virgin Nation and Cultural Revolution in Mexico, 1920-1940* Duke, 2006, 176-195.
- Alexander Dawson “From Models for the Nation to Model Citizens: Indigenismo and ‘Revindication’ of the Mexican Indian, 1920-40’ *Journal of Latin American Studies*, 1998, 30, 279-308. JSTOR
- Rick Lopez, “The India Bonita Contest of 1921 and the Ethnicization of Mexican National Culture” *Hispanic American Historical Review* Vol 82, 2002
- Frances Karttunen, “Images in Paint, Pictures in Words: Doña Luz Jiménez (ca.1895-1965)” in Frances Karttunen, *Between Worlds Interpreters, Guides and Survivors* 1994, pp.192-21, 241-247,
- Aida Hernandez Castillo, *Histories and Stories from Chiapas Border Identities in Southern Mexico* read Ch 1, “ The Post-Revolutionary National project and the Mexicanisation of the Mam People”
- Cynthia Hewitt de Alcantara, *Anthropological perspectives on rural Mexico* 1984, pp.8-41

#### ***Guatemala***

- Virginia Garrard-Burnett, “Indians are drunks and drunks are Indians: alcohol and indigenismo in Guatemala, 1890-1940”, *Bulletin of Latin American Research*, 2000, Vol.19, No.3, 341-356
- Greg Grandin “Can the Subaltern be Seen ? Photography and the Effects of Nationalism,” *Hispanic American Historical Review* 84, 2004, 83-111
- Rachel Sieder, “Paz, Progreso, Justicia y Honradez. Law and Citizenship in Alta Verapaz during the regime of Jorge Ubico” *Bulletin of Latin American Research*, 19, 2000, 283-301
- Ch.1 “A Seditious Life”, in Greg Grandin, *The Last Colonial Massacre: Latin America in the Cold War for the beginnings of “modern” political leadership among Indians.*

#### ***Peru***

- Deborah Poole, *Vision, Race and Modernity A Visual Economy of the Andean World* Ch.7, “The New Indians”, 168-194.
- Willie Hiatt, “Flying “Cholo”: Incas, Airplanes, and the Construction of Andean Modernity in 1920s Cuzco, Peru” *The Americas* 63, Number 3, January 2007, pp. 327-358



- Marisol de la Cadena, *Indigenous Mestizos The Politics of Race and Culture in Cuzco, Peru, 1919-1991* especially Chs. 1 & 2.

### ***Bolivia***

- Brooke Larson, "Capturing Indian Bodies: the Gendered Politics of Rural School Reform in Bolivia, 1900-1952", in **Proclaiming revolution : Bolivia in comparative perspective edited by Merilee Grindle and Pilar Domingo.**
- Ann Zulawski, "Hygiene and the 'Indian Problem': Ethnicity and Medicine in Bolivia, 1910-1920" *Bulletin of Latin American Research* 2000, Vol.35, 108-29.