RACE AND PUBLIC MEMORY

AAST 498F

Cross-listed AMST 418V

FALL 2014

Wednesdays - 2:30-5:20pm in EGR 1110

Franklin Odo

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Office Hours: Cole 1137

Wed: 12:30-2:00pm in office, also available email/phone.

This seminar focuses on issues of race in federal public institutions in the United States. How do the most influential museums and agencies capture and interpret the histories of major “racial” groups in our national narratives? Who determines what is highlighted or marginalized or deleted? We will focus on representations of two major events in American history: the 1882 Chinese Exclusion Act and the WWII incarceration of 120,000 Japanese Americans. We examine attitudes and actions leading to these momentous events, their impact on the target populations and American society as well as subsequent efforts to obtain apologies from the US Congress. Amazingly, these efforts succeeded in, respectively, 2011-12 and 1988. For indigenous peoples, we explore the issues of sovereignty and self-determination through the experiences of Native Hawaiians and the Piscataway Indian Nation, the Piscataway Conoy Tribe, and the Cedarville Band of Piscataways. For African Americans, we focus on treatments of slavery and reparations. For Latinos, we look at the ways in which the Alamo has been depicted. Throughout, we analyze the memory-making involved, largely through the lens of public history venues such as museums, documentaries, historic landmarks, documentaries, websites, and others. Some familiarity with the history of race in America will be assumed.

The following is a statement from Student Affairs:

Limits to confidentiality in the classroom

While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President’s Designee, but are required by law to make reports to Child Protective Services.
Course Expectations and Grading Procedures

- Participation. Students should attend all class meetings and be prepared to participate on a substantive and analytic level in discussions of the readings and topics. **More than two missed class meetings without a valid excuse will affect your attendance grade.** If you miss a class meeting, please get the notes from a classmate. Readings should be complete by the date they appear on the syllabus.

- Attendance. According to university policy, absences can be excused for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond the student's control. If you need to be absent from class to participate in a religious observance, please provide the instructor a list of the dates you will need to be absent by the second class session. Absences due to illness on the date of exams or the dates assignments are due must be supported by documentation from a medical professional.

Class Communication

Announcements regarding class cancellations, room changes, or other issues will be sent via email through the email address you have associated with ELMS. Change your communication settings to allow email through ELMS.

Academic Integrity and the University of Maryland Honor Pledge

Please adhere to the UMD Code of Academic Integrity and Honor Pledge ("I pledge on my honor that I have not given or received any unauthorized assistance on this Assignment/examination."). Cheating or engaging in any form of academic dishonesty will be reported and subject to university policies regarding academic integrity.

According to the UMD Code of Academic Integrity, academic dishonesty includes but is not limited to:

- **Cheating** (intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise),
- **Plagiarism** (intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise) including writing from other students, websites, and library materials,
- **Fabrications** of any kind (intentional and unauthorized falsification or invention of any
information or citation in an academic exercise) including false information in requests for assignment or examination extensions, and

• **Facilitating Academic Dishonesty** (intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*)

For more information on academic integrity, please refer to the Student Honor Council website, [http://www.shc.umd.edu](http://www.shc.umd.edu).

**Student Resources and Arrangements for Students with Disabilities**

The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus's Disability Support Service Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If an instructor believes that a student may have a disability, DSS should be consulted (4-7682 or dissup@umd.edu). Note that to receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.

Services for students in various forms of distress are offered by the Counseling Center and the Mental Health Service in the Health Center. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is available.

**Laptops and Cell Phones**

Please turn off your cell phones before entering the classroom (no phone calls, texting, or taking pictures during class).

**Copyright Notice**

All class lectures and other materials are copyrighted and that they may not be reproduced for anything other than personal use without written permission from the instructor.

**Emergency protocol**

If an emergency occurs that closes the University for an extended period of time, this course will be taught on-line via the ELMS site.

**LEARNING OUTCOMES**

Upon completion of this course, students will be able to:
Demonstrate knowledge of fundamental concepts and ideas related to the history of Asian Americans in the United States (S1)

- Demonstrate critical thinking in evaluating causal arguments related to why and how racial and ethnic groups may be differentially perceived and treated, how immigration shapes the American polity, and how race and ethnicity are related to national social formation (S2)

- Explain how culture, social structure, diversity, and other key elements of historical context have an impact on individual perception, action, and values (S3)

- Articulate how historical change impacts society, particularly in terms of how it shapes racial perspectives in the United States (S4)

PLURAL SOCIETIES

- Demonstrate understanding of the basis of human diversity: biological, cultural, historical, social, economic, or ideological (P1)

- Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies, such as stereotyping and racialization (P2)

- Explicate the processes that create or fail to create just, productive, egalitarian, and collaborative societies, including discrimination and exclusion (P3)

- Articulate how particular policies create or inhibit the formation and functioning of plural societies (P4)

Required texts:


Reports online from National Park Service, Smithsonian Institution, Library of Congress, National Archives; websites; documentaries.

Requirements:

1. Active participation in seminar, including short papers and regular comments on assignments.
2. Two projects, each with 8 page papers and presentations.

Grading:  

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<th>Component</th>
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<tr>
<td>Active participation</td>
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<td>Second project</td>
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Week One – Sept 3: Introduction to seminar.

Week Two – Sept 10: Race and Public History


Week Three – Sept 17: Asian American History

Zia, 8-12.

Week Four – Sept 24: Silences in Our Histories

Trouillot, ch. 2-4; Foote, ch.1, 9, Afterword, pp 278-292.

Week Five – Oct 1: 1882 Chinese Exclusion Act

Gold, Intro, Principals, ch. 1,2,5; website for Chinese Historical Society in SF.

GUEST: TED GONG, Director of 1882 Foundation

Week Six – Oct 8: Exclusion Act and Congressional “Regret”

Gold, ch. 9,10,11, Epilogue; website for 1882 Foundation.

Week Seven – Oct 15: WWII Japanese American Incarceration


Week Eight – Oct 22: Apology and Redress for WWII Incarceration

Guest: Brigham Walker, Healthcare Consultant;

Week Nine – Oct 29: Native Americans – the Piscataways and Maryland State Recognition


Week Ten – Nov 5: Latinos and American Inclusion

NPS, American Latino Theme Study [online]. http://www.nps.gov/latino/latinothemestudy/

Guest: Eduardo Diaz, Director, Smithsonian Latino Center.

Week Eleven – Nov 12: African Americans, Slavery and Reparations

Week Twelve – Nov 19: Memory and Public History: The Keepers of American History


Week Thirteen – Nov 26: Independent projects.


Week Fourteen – Dec 3: Presentations

Week Fifteen – Dec 10 - Summary