

History 554

Trans-national Histories of Power: Race, Nation, Citizenship and Nationalist Revolutions

Class Meeting Time: Tuesday 4:30-7:30 PM

Class Room Location: SBS N303

Professor Robert Chase

Office: Room S-339

Hours: Tues 9-11 AM or by appointment

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Course Description: This graduate readings seminar analyses the ways in which new political histories of the state and racial politics have approached the “history of power” through a trans-national lens across the twentieth century. At the heart of this course is the intersection between state-making and the power of the state to include and exclude racial and ethnic minorities, even as it also considers how these minority groups organized to counter state power and launch nationalist movements. In this course, we will examine nation-building and citizenship alongside racial and ethnic exclusion, as well as revolutionary nationalist claims by those racial groups excluded from full citizenship.

The organization of the course centers around three parts: Part One- theoretical approaches to the state, nation, race, and power; Part Two- nationalism and state power in practice in the U.S.; Part Three- race, citizenship, and nationalist revolutions in transnational perspective, including case histories of China, Vietnam, Mexico, Bolivia, Cuba, South Africa, and Kenya. The purpose of this course is to provide a sample of the most interesting, most complex, and most significant work in global political history, race, nationalism, and histories of power, broadly conceived.

Topics discussed will include the development of nationalism at the turn of the century; the hopes of progressive and social reformers across the Atlantic; race and nation-making after slave emancipation; revolutionary designs of socialists, anarchists, and communists; nationalist campaigns by racial and ethnic minorities; and global immigration regimes, policing of national borders, rise of carceral states, and racial exclusions to citizenship. In this class, the history of power is broadly conceived to include state- making, political culture, racial politics, social movements, and revolutionary nationalist movements. It will conclude by asking students to consider when and why the twentieth century nationalist impulse weakened through readings on globalization and neoliberalism.

Requirements: This is a reading and writing intensive course where discussion is central to the course. We will have few lectures and spend most of our time discussing the reading. Students are therefore expected to attend discussions regularly.

Goals: This course is designed to: 1) analyze the global history of nationalism and the role that it played in constructing citizenship and racial/ethnic identities during a century of social and political revolutions; 2) strengthen critical thinking skills, writing ability, and written and oral analysis; 3) strengthen students skills in writing historical research and interpretation. This includes the ability to distinguish among a variety of genres of primary and secondary historical texts; the ability to use those texts to construct a historical narrative and an interpretative argument; and the ability to engage a field of historical literature across a variety of geographical areas of study

Required Readings (available for purchase at the bookstore)

Some of these titles listed here are not read in their entirety as required readings. Those listed in their entirety you should purchase and read all. Those that we will consult but not read in their entirety are marked with the parenthesis (excerpts). In some instances, I will provide hand-outs of the readings to the entire class.

1. Benedict Anderson, *Imagined Communities*
2. E.J. Hobsbawm, *Nations and Nationalism Since 1780*
3. James C. Scott, *Seeing Like a State & Parts of Weapons of the Weak*
4. Evelyn Nakano Glenn, *Unequal Freedom: How Race and Gender Shaped American Citizenship*
5. Frederick E. Hoxie, *A Final Promise: The Campaign to Assimilate the Indian*
6. Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (excerpts)
7. Kelly Lytle Hernandez, *Miagra! A History of the U.S. Border Patrol* (excerpts)
8. Gary Gerstle, *American Crucible: Race and Nation*
9. Nikhil Pal Singh, *Black is a Country: Race and the Unfinished Struggle for Democracy* (excerpts)
10. Dan Berger, *Captive Nation: Black Political Organizing in the Civil Rights Era* (excerpts)
11. Rick López, *Crafting Mexico: Intellectuals, Artisans and the State* (excerpts)
12. Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution* (excerpts)
14. Hue-Tam Ho Tai, *Radicalism and the Origins of the Vietnamese Revolution* (excerpts)

15. Daniel Magaziner, *The Law and the Prophets: Black Consciousness in South Africa, 1968-1977*
16. Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*
17. *Melancholy Order: Asian Migration and the Globalization of Border* (excerpts)
18. Forrest Hilton & Sinclair Thomson, *Revolutionary Horizons, Popular Struggle in Bolivia*

Course Policies

NO LATE ARRIVALS

NO CELL PHONES or TEXTING IN CLASS.

Plagiarism: Academic dishonesty will not be tolerated. Students should familiarize themselves with the Stonybrook University guidelines concerning plagiarism and academic dishonesty.

ACADEMIC INTEGRITY STATEMENT

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

DISABILITY SUPPORT SERVICES (DSS) STATEMENT

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities>]

CRITICAL INCIDENT MANAGEMENT:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior

that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures

Assignments, Evaluation and Grading: The evaluation of student performance will be based on: 1) weekly written essay responses (15%); 2) class participation (15%); 3) leading class discussion (10%); and, 4) final historiographical paper (35%).

Grade Distribution

Class Participation	25%
Leading Class Discussion	10%
Weekly Response	15%
Book Review	15%
Historiographical Essay	35%

- 1. Class Discussion (25% of total grade):** Keeping up with the weekly reading assignment and engaged class participation through class dialogue is essential to this course. Together, we will create a vibrant environment of dialogue and exchange that must include everyone in the classroom. Failure to engage in our mutual dialogue will not only hurt a significant proportion of your grade, but it will also detract from the learning process for both you and your fellow peers.
- 2. Leading Discussion (10% of total grade):** So that we can learn from one another, each of you will be required to lead one seminar discussion during the course of the semester. At the beginning of the semester, you will select one of the weekly readings so that you can serve as our lead discussant. Rather than a formal “presentation,” you will be asked to facilitate that week’s discussion by:
 - Providing a short overview of the thesis and how all the readings assisted/complicated your understanding. **BRIEF FIVE MINUTES** (no more)
 - Formulating a series of questions (about 4-5) on the set of readings to generate a class discussion on the topic. Avoid simplistic questioning of facts. Rather, address the large issues of argument, evidence, and how the reading changes or complicates your understanding of the topic. These questions **MUST** be emailed or given to me on Sunday. I will provide copies to the class so that we may discuss.
 - As a co-discussion leader, I will interject with additional questions and/or comments.
 - You may **NOT** chose the week on which you are writing a book review.
- 3. Critical Reaction Essays (15% of total grade):** Each week, accept the week on which you are the discussion leader, you will hand-in a 400-500 word critical reaction response to that week’s readings. These succinct essays must, first, clearly state the thesis and surrounding arguments. Then, consider the argument and critically respond - are the

arguments convincing? Why or why not? Does the evidence presented support the author's arguments? Are there any significant gaps in the author's logic? What questions, more generally, come to mind as you read the book?

At the top of the comment papers, provide the complete bibliographical citation of the book (author, title, publication information). Each paper should be well-written, thoughtful and NO MORE than 400-500 words (and NO LESS).

I will grade these essays with either an A (Excellent, thesis identified clearly, and an excellent discussion overall); B (adequate; thesis perhaps not quite clear; the discussion perhaps too vague and cursory; and/or the writing could stand for improvement); or C (it is clear that you did not really understand the book, did not read all of it, have thought little about it; and/or poor writing). If you fail to hand in a review, or hand in something that is clearly inadequate, I may occasionally assign Fs.

No late papers accepted (as these are intended to get you to think about the readings before class) and all papers collected at the end of discussion.

4. **Book Review:** Chose one book on our reading list and write a professional book review that analyzes the book's thesis, its evidence, and its contribution to the field. No more than 2,000 words in length. Write this review as if you were going to submit it to a journal for publication, which should, in fact, be your aim. The book review is due the day we meet to discuss that book. All books should be chosen by our meeting on February 10th.
5. **Historiographical Essay (12-15 pages):** At the beginning of the semester, review the syllabus and pick one week's reading topic and write a historiographical essay on that topic. A historiographical essay is a survey of the literature available on that topic. Your essay should include 8 to ten monographs, some of which (but not all), can be drawn from the course syllabus and an article or two. Chose a topic that is relevant to your chosen field of study and consider it your literature review for your exams and area of expertise.

In your historiographical essay, you must analyze a theme related to your general topic, rather than offer a book-by-book account. A good historiographical essay will not read like a series of book reviews, but rather a thematic approach to an analytical idea that applies to the literature under consideration. A good model to consider is:

Gary Gerstle, "Liberty, Coercion, and the Making of Americans," *The Journal of American History*, Vol. 84, No. 2 (Sep., 1997), pp. 524-558

Your essay should point out common trends in the literature, but also conflicts in theory, methodology, evidence, or conclusion, or gaps in the research scholarship. These literature reviews should be structured thematically. The body of the review should compare, contrast and critically analyze the various readings. You should include clear topic sentences at the beginning of paragraphs; "signposts" throughout the essay to

clearly indicate where you are going and summary sentences at intermediate points to aid in your understanding your comparisons and analysis.

In the conclusion, provide an evaluation of the literature as a whole, and summarize major methodological flaws or gaps in the research, inconsistencies in theory and findings, and areas or issue needing further study.

The historiographical essay is due one week after our last class meeting (May 12)

LATE PAPERS ARE ONE GRADE LESS PER A DAY. ALL PAPERS MUST BE 12-inch Times New Roman Font, One inch margins, double-spaced, Chicago documentation style.

COURSE SCHEDULE

Part I: Theorizing the Nation State and Race

January 27

CLASS CANCELED DUE TO SNOWSTORM

READ: Benedict Anderson, *Imagined Communities*

February 3

Origins of Nationalism and Race

Class Introduction

FILM: Race: Vol. 2 – “The Stories We Tell”

Discuss: Benedict Anderson, *Imagined Communities*

February 10

Development of Nation States: Race & History

1. E.J. Hobsbawm, *Nations and Nationalism Since 1780*
2. Thomas Holt, “Marking, Race, and Race-making in the Writing of History,” *American Historical Review* 100 (1995): 1-20.
3. Brian Balogh, "The State of the State Among Historians," *Social Science History* 27, no. 3 (fall 2003): 455-63.

February 17

States of Power & State of the State

1. James C. Scott, *Seeing Like a State*
2. Scott, *Weapons of the Weak*, Chapter 2 and 8

Part II. The United State-Race and Nation in Practice

February 24

White Citizenship and Gender in the Making of the U.S. Nation

1. Matthew Fry Jacobsen, “Free White Persons’ in the Republic, 1790-1840,” from *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*
2. Glenn, *Unequal Freedom*, esp. chapters 1-5

3. William J. Novak, "The Myth of the "Weak" American State," *The American Historical Review*, Vol. 113, No. 3 (Jun., 2008), pp. 752-772

March 3

Native Americans and Nation: Coercive Assimilation and Second-class Citizenship

1. Matthew Frye Jacobsen, "Anglo Saxons and Others, 1840-1924," from *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*
2. Hoxie, *A Final Promise*

March 10

Race and Nation in the Twentieth Century

1. Gerstle, *American Crucible*
2. Rogers M. Smith, "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America," *American Political Science Review* 87 (3) (September 1993): 549-66
3. Meg Jacobs William J. Novak and Julian E. Zelizer, eds. *The Democratic Experiment: New Directions in American Political History* (Princeton: Princeton University Press, 2003): 1-19.

March 17

Spring Break

March 24

Architects of Exclusion: Policing Race & Ethnicity - Constructing Borders & Immigration Regimes

1. Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*, Introduction, Part 1, and Part 3
2. Kelly Lytle Hernandez, *Miagra! A History of the U.S. Border Patrol*, Chapters 1-2, 4, 6-8

March 31

Black is a Nation & Incarcerating Black Citizenship: Civil Rights Revolution, Black Nationalism and Mass Incarceration

1. Nikhil Pal Singh, *Black is a Country: Race and the Unfinished Struggle for Democracy*, Intro and Chapters 1-3 and 5
2. Dan Berger, *Captive Nation: Black Political Organizing in the Civil Rights Era*, Chapters 1-3, and 6

Part III. Transnational Histories of Race, Nation, Citizenship, and Revolutionary Nationalism

April 7

Slave Emancipation and Revolution: Mexico and Cuba

1. Rick López, *Crafting Mexico: Intellectuals, Artisans and the State*, Chapters 1-5
2. Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution*, Part I and Part II

April 14

Globalization and Revolutionary Nationalism in Asia: China and Vietnam

1. Hue-Tam Ho Tai, *Radicalism and the Origins of the Vietnamese Revolution*, Chapters 1-2, 6-8
2. McKeown, *Melancholy Order: Asian Migration and the Globalization of Border*, Parts 2 and Part 3

April 21

Apartheid-Race and Nation in South Africa

1. Magaziner, *The Law and the Prophets: Black Consciousness in South Africa*

April 28

Revolutionary Nationalism and Incarcerating Nation in Kenya

Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*

May 5

Revolutionary Horizons: Popular Struggle in Bolivia

1. Hilton & Thomson, *Revolutionary Horizons, Popular Struggle in Bolivia*
2. Thomas Abercrombie, "To Be Indian, To Be Bolivian: 'Ethnic and 'National' Discourses of Identity," in G. Urban and J. Sherzer, eds. *Nation-States and Indians in Latin America* (Texas 1991)