

History 1772: Race & Caste in World Perspective
 Tuesday / Thursday 1 – 2:15pm
 CL239

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At the opening of the 20th century, W.E.B. Du Bois, America's most noted African American scholar and activist, wrote that "The problem of the twentieth century will be the problem of the color line – the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea." The Holocaust and subsequent genocides, and the struggles against Jim Crow in America, Apartheid in South Africa, and Untouchability in India have proven the accuracy of Du Bois' prediction. Progress has been made—witness the election of Barack Obama—which shows that racial problems are not intractable. Yet much remains to be done, else race may be the problem of the 21st century as well.

This course has two goals. First, it will examine the role of race, and the related issue of caste, in world political history and in four representative countries—the U.S., Brazil, South Africa and India. Second, it will provide practice in effective written and oral analysis of monographs and primary source texts.

The texts:

Power and Prejudice, by Paul Lauren
Untouchable, by Mulk Raj Anand
Benedita da Silva, by Benedita da Silva
Kaffir Boy, by Mark Mathabane
Dreams of My Father, by Barack Obama

Power and Prejudice traces the historical impact of race on world politics and diplomacy. The other four readings present the issue of race and caste from the perspective of those most directly affected.

We will make at least one field trip, to the SV Hindu Temple in Monroeville.

There are no examinations. Grades will be based on:

(1) a series of ten short essays (80%). These essays (one page, typed, double-spaced) will cover six of the nine chapters of Lauren, *Power and Prejudice*, three autobiographies and one novel. Essays are due on the day the material will be discussed; papers a week late will be penalized a letter grade; papers more than a week late will not be accepted. Papers may be revised and re-submitted for a better grade, so long as this occurs within three weeks of the original due date.

(2) class attendance and participation (20%)

The class will read only portions of *Kaffir Boy* and *Dreams from My Father*. For extra credit, students can write a somewhat longer paper (3-5 pages) covering the entirety of those two autobiographies. These longer essays would be due within two weeks of the date they are covered in class.

Additional, supplementary readings will be placed on the web, at www.angelfire.com/jazz/larryglasco

Bring your text to class. Each class will include an analysis and discussion based on the text.

Essays must be turned in during class; no emailed essays, please. At the top of each essay put your name, the date, the title and/or chapter number of the text you are writing about, and whether or not this is a Revised Essay.

Preferred format for essays on Lauren, *Power and Prejudice*:

1. *Introductory Paragraph*: This paragraph will provide, in 1-3 sentences, the Main Argument of the chapter.

Subsequent sentences in this Introductory Paragraph (1-2 sentences each) will briefly identify each of the Primary Supporting Arguments for that Main Argument.

2. *Supporting Paragraphs*. Each Supporting Argument mentioned in the Introductory Paragraph will be developed in its own paragraph, i.e., one paragraph for each Supporting Argument. The supporting argument should be stated in the very first sentence of the paragraph. Subsequent sentences will provide 1-3 Examples or Evidence for that Supportive Argument.

3. *Concluding paragraph*. This paragraph is free-form. Here you can reflect on the significance of the chapter or of one or more of the arguments, of whether you find the material convincing, of what intriguing questions it raises, and the like.

Preferred format for essays on the autobiographies and/or novel:

1. *Introductory paragraph*. This paragraph will provide, in 1-2 sentences, YOUR main idea, or argument, about the reading. In other words, YOU will write like Lauren, with a clear Main Argument stated in the very first paragraph.

2. *Supporting Paragraphs*. As you did with the chapters in Lauren, you will provide a set of Supporting Arguments, backed up by Examples and/or Evidence, for your own main idea or argument.

3. *Concluding paragraph*. This paragraph is free-form. Here you can reflect on the significance of your main argument, of whether you find the material convincing, of what intriguing questions it raises, and the like. This is similar to what you did when writing on Lauren.

Grading the essays. Each essay can receive 5 points, based on the following criteria:

- A. Introductory paragraph that contains a Main Argument and key Supporting Arguments.
- B. Subsequent logically ordered paragraphs that present each of your Supporting Arguments.
- C. Examples/evidence (one or two) that support each of your Supporting Arguments.
- D. Conclusion that reflects on the significance, etc., of the text
- E. Grammar that is error-free.

Group discussion. Each student will participate in two group discussions, one on a chapter of Lauren, and one on an autobiography/novel. Each group will present to the class the main idea, or argument, the key supporting arguments, and key evidence backing up those supporting arguments. We will see whether the rest of the class agrees with the group's judgment. In addition, each group will present to the class (1) what one or two points they found the most compelling, surprising, or controversial; (2) what one or two points they would like to see discussed by the class as a whole.

Main argument example (based on Obama, "Origins"): The product of an interracial marriage, lacking a father present, and growing up with few black role models, Obama says that as a youth, he searched, largely in vain, to find his "true" racial identity. In fact, however, the opening section of his autobiography, "Origins," reveals that family members such as his mother and grandparents helped him substantially in this search, as did friends such as Ray, Frank, Marcus, and Regina.

Class schedule

Jan	6	Intro
	8	Overview
	13	Lecture: Race in America
	15	Obama video
	20	Watch inaugural
	22	Dreams from My Father, part 1, "Origins"
	27	Lauren, Power and Prejudice, ch. 1, "Heavy Burden of the Past"
	29	Lauren, Power and Prejudice, ch. 2, "The Rising Tide"
Feb	3	Lauren, Power and Prejudice, ch. 3, "Racial Equality Requested—and Rejected"
	5	Lauren, Power and Prejudice, ch. 4, "From One War to Another"
	10	Lauren, Power and Prejudice, ch. 5, "The Turning Point"
	12	Lauren, Power and Prejudice, ch. 6, "Making a New Beginning"
	17	Lauren, Power and Prejudice, ch. 7, "The End of Empire"
	19	Lauren, Power and Prejudice, ch. 8, "Decade for Action"
	24	Lauren, Power and Prejudice, ch. 9, "Toward the Future"
	26	Open
Mar	3	Building the SV Temple video
	5	Visit SV Temple, Monroeville
	10-12	Spring Break
	17	Video: Untouchables
	19	Lecture: Caste in India
	24	Untouchable, by Anand
	26	Video: South Africa
	31	Lecture: Race in South Africa
Apr	2	Mathabane, part I ("Road to Alexandra")
	7	Video: Brazil
	9	Lecture: Race in Brazil
	14	Benedita da Silva
	16	Open
	21	Optional term papers presentation
	23	Optional term papers presentation; wrap up