QUESTIONS RELATED TO M. OMI AND H. WINANT, RACIAL FORMATION IN THE UNITED STATES, PART II [This will be covered in class and is not a reading assignment]

The authors offer a model for understanding racial dynamics in American society, especially during the past half century. To understand it, focus on their definitions of the following, which will be covered in class.

2. How do they define and use:

- Race
- Racial formation
- Racial projection
- Hegemony
- Dialectical process of racism
- Trajectory
- War of maneuver
- War of position
- Racial order as Unstable Equilibrium
- Racial Movements
- Rearticulation
STUDY QUESTIONS PART 2, FOR SOC. SCI 350

TAKAKI, CHAP IV (pp. 98-105), IVERSON, INTRO, CHAPS 1 AND 2, and the Video, In the White Man’s Image?

What philosophy or approach did white Americans apply to the treatment of Native Americans?

Were there viable alternatives to better protect Native Americans during the late 19th century? Why were they not used?

IVERSON, INTRO, CHAPS 1 AND 2

INTRO: What are the key themes he outlines?
CHAP 1:

Iverson focuses on about a half dozen major issues concerning Native American life in the late 19th and early 20th centuries.

What are those issues and what conditions does he describe concerning each?

What impression do you get about the status and conditions of Native American communities at this time?

CHAP 2:

Iverson describes the continuing assault on Indian cultures and reservations during the 1910s and 1920s.

What were those assaults (and by whom) and with what objectives in mind?
How was this a "transitional era"?

What actions were being taken by and for Native Americans to give them greater control over their lives and economic situations at this time?

What were the major issues or areas of concern by the late 1920s and what major report was issued about Native Americans in the late 1920s?

Regarding the Video, In the White Man’s Image,

What were the objectives of the Indian schools and did they succeed in achieving those objectives?

When did they exist and where and what impact did they have on the children?
What outcomes are shown in the program in terms of Indian children’s response to the schooling?

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STUDY QUESTIONS PART 3, FOR SOC SCI 350.

WE CONTINUE WITH NATIVE AMERICANS (Takaki, CHAP 9 AND IVERSON CHAP 3) AND THEN MOVE ON TO CHINESE, TAKAKI, CHAP VIII.

TAKAKI INTRODUCTION TO PART III PLUS CHAP 9 ON NATIVE AMERICANS

1. How was the Americans' quest for BORDERS a theme that could apply to many of the groups we are looking at?

2. What plan of "social engineering" did the American government have in mind regarding Native Americans and was it a good plan or a bad one, and why?
3. Why and how were Native Americans perceived differently from other peoples of color by whites?

4. What was the impact of the allotment program of the Dawes Act?

5. Why does Takaki see the New Deal policy of the Indian Reorganization Act as another form of "social engineering"?

II. IVERSON, CHAP III

1. What factors complicated Collier's efforts at reform during the 1930s and what were his objectives?

2. What changes/reforms were introduced and what key legislation was involved?
3. How did the reforms create or bring out factional differences within tribes and/or on reservations?

4. What brought a halt to further New Deal Indian reforms?

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STUDY QUESTIONS PART 4, SOC SCI 350

TAKAKI, CHAP VIII ON THE CHINESE , Chapters in Higham, and Video, Carved in Silence

1. Why is the issue of whether or not the Chinese came as free labor a significant one?

2. Why types of occupations do the Chinese go into and how do their choices reflect the treatment they were receiving?
3. How is that treatment related to discussions of "America's Dominant Ideology" regarding American society?

4. How were the Chinese treated legally?

5. In what ways did the Chinese respond (or cope with) the discriminatory treatment?

REGARDING THE VIDEO, Carved in Silence

1. What was carved and where, by whom, and why?
2. What was significant about the place where it was done?

3. What was the issue behind the government’s policies where this took place and were they successful?

4. What impact did the policies have on the people affected?

QUESTIONS FOR HIGHAM

CHAP2: What was the nature of the attitudes towards foreigners after the Civil War and why were they not really nativist?
CHAP 3: How do attitudes toward foreign born persons begin to change in the 1880s and what groups were targeted?

CHAP 4: Why were attitudes more nationalistic and more intensely nativistic in the 1890s and toward which groups?

CHAP 6: What factors contributed to a rearticulation of nativism in the 1890s and early 1900s?

What concepts shaped the thinking about race and racial nationalism and what factors characterized that racial nationalism?
What political movement tempered the rising nativism during the early 1900s?

CHAP 10: What factors shaped public opinion in the 1920s that precipitated (brought about) immigration restriction?

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OUTLINE OF KEY EVENTS IN AFRICAN AMERICAN POST-CIVIL WAR HISTORY
1861-65 THE CIVIL WAR

1865-66 POST CIVIL WAR VACUUM: BLACK CODES & 13TH AMENDMENT
1865-67

BEGINNING OF ON-GOING BLACK DISPERsal TO MIDWEST
AND WEST

1866- CIVIL RIGHTS ACTS OF 1866, 1870, 1871, 1875
14TH AND 15TH AMENDMENTS TO U.S. CONSTITUTION
1877 RECONSTRUCTION AND SOUTHERN
WHITE POLITICAL REDOMINATION (early 70s)
RISE AND DECLINE OF THE KU KLUX KLAN
U.S. v REESE, 1875 and U.S. v CRUIKSHANK 1875
BEGINNING OF SHARECROP AND CROP LIEN SYSTEMS

NORTH BEGINS RETREAT FROM DEFENDING FREED BLACKS

1878- LARGELY INFORMAL RACE ETIQUETTE, LTD BLACK POLITICAL
ACTION
BLACK RESISTANCE TO SEGREGATION, BOYCOTTS, ETC.

1889 BLACK URBANIZATION & BUSINESS AND
COMMUNITY DEVELOPMENT IN SOUTH
BLACKS ENTER NEW UNIVERSITIES IN SOUTH
OPENING OF TUSKEGEE INSTITUTE, 1881
1878-89 cont.

HALL v DECUIR, 1878
STRAUDER v WEST VIRGINIA 1880
U.S. v HARRIS, 1882
CIVIL RIGHTS CASES, 1883

CONTINUED BLACK DISPERSAL (EXODUSTERS, 1879-81) AND CONTINUED NORTHERN RETREAT FROM BLACK RIGHTS

1890- BI-RACIAL POPULIST PARTY, 1880s TO 1896 LOUISVILLE, NEW ORLEANS, TEXAS RR v MISSISSIPPI. 1890
1900 PLESSY v FERGUSON, 1896
WILLIAMS v MISSISSIPPI, 1898
NATIONAL ASSN OF COLORED WOMEN, 1895 (CLUB MOVEMENT)
BOOKER T. WASHINGTON=S 1895 ATLANTA EXPOSITION SPEECH
BEGINNING OF THE “RACE CARD”; THE NORTH ABANDONS BLACKS
JIM CROW AND LEGALIZED, INSTITUTIONALIZED RACIAL SEGREGATION IN THE SOUTH, BLACK DISENFRANCHISEMENT
LAST SOUTHERN BLACK CONGRESSMAN LEAVES OFFICE, 1901
BEGINNING OF EXTENSIVE BLACK MIGRATION TO THE NORTH
1901-20s CONT.

SOULS OF BLACK FOLK, 1903

. NIAGARA MOVEMENT, 1905; NAACP, 1909 WORLD WAR ONE MILITARY SERVICE &

ACCELERATED MIGRATION TO THE NORTH

SUPREME COURT STRIKES DOWN GRANDFATHER CLAUSE, 1915

POST-WW I RACE RIOTS IN THE NORTH

1915, BIRTH OF A NATION & THE REVIVAL OF KKK

1916, MARCUS GARVEY ARRIVES & SOON BEGINS UNIA

POST-WAR MIGRATION TO THE WEST INCREASES

HARLEM RENAISSANCE, 1920s

FIRST NORTHER BLACK CONGRESSMAN, 1928

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STUDY QUESTIONS PART 5, FOR SOC SCI 350.

THESE INCLUDE THE RABINOWITZ READING; THE STUDY QUESTION FOR RISE AND FALL OF JIM CROW ARE BELOW, Pt 7

PART I: RABINOWITZ, INTRODUCTION , CHAP1 AND PORTIONS OF CHAP II:

1. In the Intro, what themes are presented, or argued?

2. In Chap 1, what major changes take place in the Southern economy after the Civil War and how do they cope
3. What economic gains are made among Blacks and why not more?

4. Explain sharecropping, tenancy, and crop lien.

5. How much urbanization is occurring in the South and how does that affect Blacks?

6. By the end of the period what was "still king"?

7. What role did the North place in the South's economic changes?

8. RE CHAP II: Just how big a political role did Blacks play during Reconstruction?

9. When was the Conservative Era and who were they and what were their objectives and how did those objectives affect Blacks?

10. Why does he argue that the best hope for Blacks was separate but unequal treatment--versus what?

11. How big a political role did Blacks play after 1877 and when do whites begin to disenfranchise Blacks? How do they do it and how effective were they--and with what consequences?

12. What effect did Populism have on these changes?
RABINOWITZ, CHAP III

1. What three "cornerstones" determined the structure of Black life in the South between 1865 and 1920?

2. What is Rabinowitz's thesis about the options facing Blacks in achieving integration vs segregation?

3. How pervasive was segregation and in what spheres of Southern life and beginning when?

4. How does the nature of segregation change toward the end of the century and how did whites succeed in establishing this mode of segregation?

5. How did Blacks respond and what were the key factors in their ability to cope with segregation?

6. Why was the Great Migration "the failure of the First New South"? When was it and why did it occur?
7. What characteristics and values set the Southern white population apart from that elsewhere in the U.S.?

8. What were Southern white motives and goals behind the push for segregation?

9. Why did some whites want the New South but with the Old Negroes?

RE RABINOWITZ’S EPILOGUE:

10. What was his conclusion regarding the degree of change in the South? Had it, in his mind, become a New South and, if not, what would it have taken to have achieved a REALLY New South?
STUDY QUESTIONS PART 6, FOR SOC SCI 350

THEM INCLUDE TAKAKI, CHAP XIII AND THE QUESTIONS FOR DUBOIS

RE TAKAKI, CHAP XIII:

1. When and Why does the Black exodus to the North (and West) begin?

2. How were migrating Blacks different from prior generations of African Americans?

3. What impact did the urban North have on African Americans who had migrated from the South?

4. What was the significance of Marcus Garvey and the Harlem Renaissance?

5. Was the New Deal a new deal for Blacks, too? If so, how, and if not, why was there a shift of Black voters from the Republican to the Democratic Party?

6. What impact did the Depression have on African Americans?
THESE ARE ALL THE QUESTIONS FOR DU BOIS:

CHAP I:

1. What is the double consciousness of African Americans and why has that been a central dilemma for them?

2. Why for DuBois was the ballot the central objective for African Americans?

CHAP II:

1. What exactly does he mean that the problem of the 20th century would be "the problem of the color line"?

2. What were the achievements of the Freedmen's Bureau?

CHAP III:
1. What does DuBois see as the accomplishments and shortcomings of Booker T. Washington and what is Du Bois advocating here?

CHAPS IV - VI:

1. Why is there so much emphasis on "the veil" and its shadows? What does it signify?

2. Why his emphasis on the university and what goals does he stress as essential for Black survival? Who were the "talented Tenth"?

CHAP VII:

1. What conditions among rural Blacks does he begin to describe and what point do you think he is trying to make?

CHAPS VIII-IX:

1. How do the conditions he describes illustrate the vulnerability of rural Southern Blacks and the failure of the post-Civil War sharecropping system?
2. What solutions does he appear to be urging for rural Blacks?

CHAP X:

1. How does the question of the veil and the two-ness of Blacks relate to issues of religion?

CHAP XIII:

1. Why is the story, "The Coming of John," so powerful and so sharply shedding light on the great dilemmas in Southern Black-white relations?

CHAP XIV:

1. How does his discussion of folk songs fit into his larger arguments?

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PART 7: STUDY QUESTIONS FOR VIDEO PROGRAMS: RISE AND FALL OF JIM CROW AND MARCUS GARVEY: LOOK FOR ME IN THE WHIRLWIND
I. RISE AND FALL:

1. If Wilmington, North Carolina, seemed so racially placid, why do whites then turn on Blacks?

2. What strategies were used by whites to undermine Black political participation?

3. What did Charlotte Hawkins Brown accomplish in North Carolina?

4. How was the legal and penal systems used to control and exploit Black men of all ages?

5. What were THE central controlling features/aspects of Jim Crow?
6. What court decision “legalized” Jim Crow and when?

7. What critical ideas/approaches distinguished WEB Du Bois from Booker T. Washington?

8. Why was racial conflict and whites’ attacks on Blacks in Atlanta particularly troublesome to African Americans?

9. When and why was there a riot in Chicago and why was that particularly significant?
10. What other examples of “domestic terrorism” are shown or cited and were they basically alike or different?

11. What responses or counter strategies are illustrated, including by Ned Cobb and Charles Houston and, in that context, what did Harlem in the 1920s represent for African Americans?

II. MARCUS GARVEY:

1. What early experiences and particular book shaped the outlook of young Garvey?

2. What event especially galvanized Northern Blacks, Du Bois, and others during World War One and what did they do about it?
3. What did Garvey in particular do and advocate that significantly raised his public stature at this time?

4. What devices did Garvey employ that made the Universal Negro Improvement Association (UNIA) so appealing and successful, and what then went wrong with his organization and why?

5. Why does Garvey come to be seen as a major threat and by whom?

6. What was the significance of the Black Star Line?

7. On what grounds was Garvey convicted and imprisoned and what was the final outcome?
8. What do you think Garvey’s legacy was to Black History?

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STUDY QUESTIONS, PART 8, FOR SOC. SCI. 350

TAKAKI, CHAP 10:

1. In terms of migration patterns, community organization, and occupations, how did the Japanese experiences compare with those of the Chinese and why was the timing of their arrival so important?

2. In terms of their relations with whites, did those differences make the situation of the Japanese better or worse and how different were their experiences on the Mainland versus Hawaii?
3. What is significant about the way the Chinese and Japanese establish "economic niches"?

4. How did the second generation Japanese--the Nisei--continue to experience the dilemmas and difficulties of their parents and how was that related to their sense of "twoness"?

TAKAKI, CHAP XI, THE JEWS:

1. What is the significance of the fact that Jews had to migrate as settlers and not as sojourners?

2. How else did Jewish immigration differ from that of other groups covered here and how did those differences affect their adaptation to America?
3. Did they cope with resettlement in ways similar to, or different from, others who came then?

4. Was the adjustment and Americanization of the second generation different from that among others?

5. Were the various economic struggles of Jewish immigrants and second generation different from that of others?

6. What types and extent of anti-Semitism did Jews encounter and how did they respond?
STUDY QUESTIONS, PART 9, FOR SOC. SCI. 350

THESE ARE THE STUDY QUESTIONS FOR TAKAKI’S TWO CHAPTERS ON LATINOS IN THE SOUTHWEST, CHAP VII, PP. 177-90

A. STUDY QUESTIONS FOR TAKAKI, CHAP VII, PP. 177-90

1. HOW DOES CONQUEST AFFECT A GROUP DIFFERENTLY THAN WHEN THEY MIGRATE?

2. HOW WERE MEXICANS PERCEIVED IN THE SOUTHWEST AFTER 1848 AND HOW WERE THEY TREATED (NOTABLY IN TEXAS, NEW MEXICO, AND CALIFORNIA)?

3. IN WHAT WAYS WERE “BORDERS” ESTABLISHED HERE, TOO?

4. SUMMARIZE THE STATUS OF LATINOS IN THE SOUTHWEST BY 1900 AND WHAT PARALLELs THERE WERE BETWEEN THEIR EXPERIENCES AND THOSE OF OTHER MINORITIES.
B. STUDY QUESTIONS FOR TAKAKI, CHAP XII

1. HOW DID EARLY 20TH CENT MEXICAN MIGRATION COMPARE WITH THAT OF OTHERS IN MOTIVES & PATTERNS?

2. WAS THE FACT OF A NEARBY HOMELAND AN ADVANTAGE OR DISADVANTAGE FOR MEXICANS ADJUSTING TO THE U.S.?

3. HOW DID THEIR ECONOMIC STATUS COMPARE WITH OTHER MINORITIES BY 1920S?

4. WHAT WAS THEIR OCCUPATIONAL DISTRIBUTION IN THE 1920S & WHAT DID HE MEAN THAT “CHICANO WORKERS WERE NOT SO FREE”? AND WHY WERE THEY SO VULNERABLE?
5. HOW DID “INTERNAL” & “EXTERNAL” BORDERS AFFECT MEXICANS IN THE SOUTHWEST & HOW DID THE SITUATION CLIMAX IN THE 1930S?

6. HOW DID MEXICANS RESPOND OR COPE WITH THE CONDITIONS & TREATMENT THEY FACED?