

**ES 250: Methods and Approaches to  
Inter-Racial Histories of the United States**

Spring 2019  
Barrows 180  
Fr 2-5pm

**Professor: Christian Paiz**

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OH: Tuesdays 5-7 pm or by appt

The course is intended to introduce students to the burgeoning field of inter-racial histories of the United States. It draws from past and contemporary discussions on racial formation and its relationships to nationalism, settler colonialism, slavery, migration, gender and sexuality. The weekly readings aim to foreground the scholarship's central questions - such as the instances and failures (and/or conditions for) solidarity, the seeming incommensurability of multiple social critiques and the pitfalls of simplified portraits of ever-shifting power constellations. The required readings also model scholars' diverse approaches to and methods for writing histories of inter-racial relations, and they cumulatively provide a substantial background in United States history.

Seminar requirements: (1) You are expected to attend all class sessions and be prepared to participate in the discussions. Each student will also be required to lead one week's discussion. You need to submit your discussion questions to the class as a whole on Blackboard's discussion page at least 24 hours before our session. Attendance, participation, and leading discussion will make up 20% of your grade; (2) Weekly Reading Reflections (1-2 pages) will make up 20% (3) Two 2-3 page book reviews of one of the books from the supplementary lists for Weeks 2 thru 8, and one from Weeks 9 thru 15. Good models for this assignment are the book reviews in the *Journal of American History*; 20% of your grade; (4) A final paper on a topic you and I have chosen together. Every three to four weeks you will be asked to submit written work delineating the progress of your final paper: 1) a one-page statement describing the historiographical topic your paper will address (4th week); 2) a working bibliography of the books and articles central to your paper (7<sup>th</sup> week); 3) a five-page draft of text taken from anywhere in the essay (11<sup>th</sup> week); 4) the final project (due May 13). The paper should be about 15 to 20 pages in length; 40% of your final grade.

Each week's discussion centers around a required book and two or three articles. All required books for this course have not been ordered and need to be bought from area bookstores, online or obtain them from the library or through inter-library loan. All required articles will be available electronically on bcourse. Texts from the recommended reading lists have not been ordered.

**STUDENTS WITH DISABILITIES:**

Any student requesting academic accommodations based on a disability is required to register with the Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me

as early in the semester as possible. DSP is located in STU 301 and can be contacted at (213) 740-0776.

**WK1 – 1/25:** Introductions

**WK2 – 2/1:** Theoretical Approaches

- Daniel Martinez HoSang and Natalia Molina, “Introduction” in *Studying Race Relationally* (UC Press).
- Andrea Smith, “Indigeneity, Settler Colonialism, White Supremacy,” In *Racial Formation in the Twenty-First Century* (UC Press, 2012)
- David Roediger, “Removing Indians, Managing Slaves, and Justifying Slavery: The Case for Intersectionality,” in *Race, Class and Marxism* (2017)
- Shana L. Redmond, “‘As Though It Were Our Own’: Against a Politics of Identification,” in *Critical Ethnic Studies: A Reader* (Duke University Press, 2016)
- Shu-Mei Shih, “Comparative Racialization: An Introduction” *PMLA*, V. 123, N. 5, Oct 2008, 1494-1502.
- Christian Paiz, “Response to Patricia Limerick: Applied History in the Multi-Racial American West,” Stanford Conference on WWII in the West (Spring 2016)

Extra:

- Grace Kyungwon Hong and Roderick A. Ferguson, “Introduction” in *Strange Affinities: The Gender and Sexual Politics of Comparative Racialization* (Duke, 2011).
- Antonio T. Tiongson Jr. “Afro-Asian Inquiry and the Problematics of Comparative Critique” in *Critical Ethnic Studies*, V. 1. No. 2, 2015, pp. 33-58.

**UNIT 1 – Local Histories and National Racial Projects**

**WK3 – 2/8:**

- Required:
  - Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom* (UC Press, 2<sup>nd</sup> Ed., 2015)
  - Tiffany Willoughby-Herard, “More expendable than slaves? Racial Justice and the after-life of slavery,” *Politics, Groups, and Identities* Vol. 2, Iss. 3, 2014.
  - Jared Sexton, “People-of-Color-Blindness: Notes on the Afterlife of Slavery,” *Social Text* 28:103 (2010)
  - John D. Marquez, “Juan Crow: Progressive Mutations of the Black-White Binary,” in *Critical Ethnic Studies: A Reader* (Duke University Press, 2016)
- Recommended:
  - Neil Foley, *The Scourge of Whiteness: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (UC Press, 1999)
  - Joao H. Costa Vargas, “Can the Line Move? Antiracism and a Diasporic Logic of Forced Social Epidermalization,” in *Critical Ethnic Studies: A Reader* (Duke University Press, 2016).

- Julie Lee Merseth, “Race-ing Solidarity: Asian Americans and Support for Black Lives Matter,” in *Politics, Groups, and Identities* (2018)
- Wendy Liu, “Complicity and Resistance: Asian American Body Politics in Black Lives Matter,” *Journal of Asian American Studies* (2018).

#### **WK4 – 2/15:**

- **Required:**
  - Kelly Lytle Hernandez, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* (Univ. of North Carolina Press, 2017)
  - Roxanne Dunbar-Ortiz, “Introduction: This Land” in *An Indigenous People’s History of the United States* (Beacon, 2015)
  - Tiya Miles, “‘His Kingdom for a Kiss’: Indians and Intimacy in the Narrative of John Marrant,” in *Haunted by Empire*.
  - Torrie Hester, “Deportability and the Carceral State,” *Journal of American History* (June 2015)
- **Recommended:**
  - Pablo Mitchell, *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920* (University of Chicago Press, 2005)
  - Karl Jacoby, *Shadows at Dawn: An Apache Massacre and the Violence of History* (Penguin, 2008)
  - Albert L. Hurtado, *Intimate Frontiers: Sex, Gender and Culture in Old California* (University of New Mexico Press, 1999)

#### **WK5 – 2/22:**

- **Required:**
  - Gary Okihiro, *Island World: A History of Hawai’i and the United States* (UC Press, 2009)
  - Ann Laura Stoler, “Tense and Tender Ties: The Politics of Comparison in North American History and (Post) Colonial Studies,” in *Haunted By Empire: Geographies of Intimacy in North American History* (Duke University Press, 2006)
- **Recommended:**
  - Gary Y. Okihiro, “Is Yellow Black or White?” Chapter 2 from *Margins and Mainstreams: Asian in American History and Culture* (2014)
  - Linda Gordon, “Internal Colonialism and Gender,” in *Haunted by Empire*.
  - J. Kehaulani Kauanui, “Tracing Historical Specificity: Race and the Colonial Politics of (In)Capacity,” *American Quarterly*, V 69, N 2, June 2017

### **UNIT 2: The Space of Race: Transnationalism, Empire and Global Racial Projects**

#### **WK 6 – 3/1:**

- **Required:**
  - Lisa Lowe, *The Intimacies of Four Continents* (Duke University Press, 2015)
  - Catherine S. Ramirez, “Indians and Negroes in Spite of Themselves: Puerto Rican Students at the Carlisle Indian Industrial School,” in *Studying Race Relationally*.

- Warwick Anderson, “States of Hygiene: Race ‘Improvement’ and Biomedical Citizenship in Australia and the Colonial Philippines” in *Haunted by Empire*.
- Recommendation:
  - Miroslava Chavez-Garcia, *States of Delinquency: Race and Science in the Making of the Juvenile Justice System* (UC Press, 2012)
  - Natalia Molina, *Fit To Be Citizens?: Public Health and Race in Los Angeles, 1879-1939* (UC Press, 2006)
  - Moon-Ho Jung, “Outlawing ‘Coolies’: Race, Nation, and Empire in the Age of Emancipation,” *American Quarterly* 57.3 (2005)

### WK 7 – 3/8:

- Required:
  - Maria Josefina Saldana-Portillo, *Indian Given: Racial Geographies across Mexico and the United State* (Duke Univ. Press, 2016)
  - James David Nichols, “The Line of Liberty: Runaway Slaves and Fugitive Peons in Texas-Mexico Borderlands,” *Western Historical Quarterly* (Winter 2013): 413-33.
  - Erika Lee, “Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico,” *Journal of American History* (2002)
- Recommended:
  - Omar S. Valerio-Jimenez, *Rivers of Hope: Forging Identity and Nation in the Rio Grande Borderlands* (Duke University Press, 2008)
  - Samuel Truett, *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands* (Yale University Press, 2008)
  - Lisbeth Haas, *Conquest and Historical Identities in California, 1769-1936* (UC Press, 1995)
  - Natalia Molina, “The Long Arc of Dispossession: Racial Capitalism and Contested Notions of Citizenship in the U.S.-Mexico Borderlands in the Early Twentieth Century,” Winter 2014, issue 45.4
  - Linda C. Noel, “‘I am an American’: Anglos, Mexicans, *Nativos*, and the National Debate over Arizona and New Mexico Statehood,” *Pacific Historical Review* 80:3 (August 2011), pp. 430-467.
  - John Nieto-Phillips, “When Tourists Came, the Mestizos Went Away: Hispanophilia and the Racial Whitening of New Mexico, 1880s-1940s” in *Interpreting Spanish Colonialism: Empires, Nations, and Legends*, eds. Christopher Schmidt-Nowara and John M. Nieto-Phillips (Univ. of New Mexico Press, 2005), pp. 187-212.

### WK 8 – 3/15:

- Required:
  - Paul A. Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines* (Univ. of North Carolina Press, 2006)
  - Colleen Lye, “The Afro-Asian Analogy,” *PMLA*, V. 123, pp 1732-1736.
  - Nayan Shah, “‘Between Oriental Depravity’ and Natural Degenerates’: Spatial Borderlands and the Making of Ordinary American” *American Quarterly* 57.3 (2005)

- Recommended:
  - Eiichiro Azuma, *Between Two Empires: Race, History, Transnationalism in Japanese America* (Oxford University Press, 2005)
  - Adrian Burgos, *Playing America's Game: Baseball, Latinos and the Color Line* (UC Press, 2007)

### WK 9 – 3/22:

- Required:
  - Jesse Hoffnung-Garskoff, *A Tale of Two Cities: Santo Domingo and New York after 1950* (Princeton University Press, 2018)
  - Carlos Kevin Blanton, “The Citizenship Sacrifice: Mexican Americans, the Saunders-Leonard Report, and the Politics of Immigration, 1951-1952,” *Western Historical Quarterly* 40:3 (Autumn 2009), pp. 299-320.
  - Leti Volpp, “The Indigenous as Alien,” <https://www.law.berkeley.edu/wp-content/uploads/2015/07/Volpp.Indigenous-as-Alien.pdf>
- Recommended:
  - Natalia Molina, *How Race is Made in America: Immigration, Citizenship and the Historical Power of Racial Scripts* (UC Press, 2014)
  - Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton University Press, 2004).
  - Julie M. Weise, *Corazon de Dixie: Mexicanos in the U.S. South since 1910* (University of North Carolina Press, 2015).
  - Margarita Aragon, “‘The Mexican’ and ‘The Cancer in the South’: Discourses of Race, Nation and Anti-blackness in Early Twentieth Century Debates on Mexican Immigration, Immigrants & Minorities, 35:1, 2017, 59-77.
  - Nayan Shah, “Policing Privacy, Migrants, and the Limits of Freedom,” *Social Text* 23 (3-4 84-5), 275-284
  - Gilberto Rosas, “The Thickening Borderlands: Bastard Mestiz@s, ‘Illegal’ Possibilities, and Globalizing Migrant Life,” in *Critical Ethnic Studies*.
  - Dara Orenstein, “Void for Vagueness: Mexicans and the Collapse of Miscegenation Law in California,” *Pacific Historical Review* 74:3 (August 2005).
  - Jesse Hoffnung-Garskof, “The Migrations of Arturo Schomburg: On Being *Antillano*, Negro, and Puerto Rican in New York, 1891-1938,” *Journal of American Ethnic History* 21:1 (Fall 2001).

### WK 10 – 3/29: Spring Break

### WK 11 – 4/5:

- Required:
  - Keith Feldman, *A Shadow Over Palestine: The Imperial Life of Race in America* (Univ. of Minnesota Press, 2017)
  - Steven Salaita, “How Palestine Became Important to American Indian Studies,” In *Inter/Nationalism: Decolonizing Native America and Palestine* (Univ. of Minnesota, 2015).

- Alyosha Goldstein, “Entangled Dispossessions: Race and Colonialism in the Historical Present,” in *Studying Race Relationally*.
- Recommended:
  - Cynthia A. Young, *Soul Power: Culture, Radicalism, and the Making of a U.S. Third World Left* (Duke University Press, 2006).
  - Joshua Bloom and Waldo E. Martin Jr., *Black Against Empire: The History and Politics of the Black Panther Party* (UC Press, 2016)
  - Lorena Oropeza, *Raza Si! Guerra No!: Chicano Patriotism and Protest* (UC Press, 2005)

### **Unit 3: Social Movements, Imperial Citizenship and the Question of Solidarity**

#### **WK 12 – 4/12:**

- Required:
  - Helen Huran Jun, *Race for Citizenship: Black Orientalism and Asian Uplift from Pre-Emancipation to Neoliberal America* (NYU Press, 2011)
  - Claire Jean Kim, “The Racial Triangulation of Asian Americans,” *Politics & Society* (1999)
  - George Lipsitz, “Like Crabs in a Barrel: Why Interethnic Racism Matters Now,” in *American Studies in a Moment of Danger* (Minnesota, 2001).
  - David Roediger, “Making Solidarity Uneasy: Cautions on a Keyword from Black Lives Matter to the Past,” in *Race, Class and Marxism* (2017).
- Recommendation:
  - Mark Brilliant, *The Color of America Has Changed: How Racial Diversity Shaped Civil Rights Reform in California, 1941-1979* (UC Press, 2010)
  - Sonia Song-Ha Lee, *Building a Latino Civil Rights Movement: Puerto Ricans, African Americans, and the Pursuit of Racial Justice in New York City* (University of North Carolina Press, 2016)
  - Scott Kurashige, *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multi-Ethnic Los Angeles* (Princeton University Press, 2008)
  - Laura Pulido, *Black, Brown, Yellow & Left: Radical Activism in Los Angeles* (UC Press, 2006)
  - Nicolas C. Vaca, *The Presumed Alliance: The Unspoken Conflict Between Latinos and Blacks and What It Means for America* (Harper Collins, 2004)
  - Neil Foley, *The Quest for Equality: The Failed Promise of Black Brown Solidarity* (Harvard University, 2010)
  - Claire Jean Kim, *Bitter Fruit: The Politics of Black-Korean Conflict in New York City* (2000)
    - “Playing the Racial Trump Card: Asian Americans in Contemporary U.S. Politics,” *Amerasia Journal*: 2000, Vol. 26, No. 3, pp 35-65
  - Nancy MacLean, “The Civil Rights Act and the Transformation of Mexican American Identity and Politics,” *Berkeley La Raza Law Journal* 18 (U.C. Berkeley School of Law, 2007), pp. 123-133.
  - Daryl J. Maeda, “Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness,” *American Quarterly* (2005).

### WK 13 – 4/19:

- Required:
  - Max Krochmal, *Blue Texas: The Making of a Multiracial Democratic Coalition in the Civil Rights Era* (Univ. of North Carolina Press, 2016)
  - Eric Tang, “The Gulf Unites Us: The Vietnamese Americans of Black New Orleans East,” *American Quarterly* (2011)
  - M. Jacqui Alexander, “Remembering This Bridge Called My Back, Remembering Ourselves” in *Pedagogies of Crossing* (Duke University Press, 2006)
- Recommended:
  - Lilia Fernandez, *Brown in the Windy City: Mexicans and Puerto Ricans in Postwar Chicago* (University of Chicago Press, 2012)
  - Shana Bernstein, *Bridges of Reform: Interracial Civil Rights Activism in Twentieth-Century Los Angeles* (Oxford University Press, 2011)
  - Vijay Prashad, *Everybody Was Kung Fu Fighting: Afro-Asian Connections and the Myth of Cultural Purity* (2001)
  - Wendy Cheng, *The Changs Next to the Diazes: Remapping Race in Suburban California* (University of Minnesota Press, 2013).
  - Paul Ortiz, *An African American and Latinx History of the United States* (Beacon, 2018).
  - Robin Kelley, “Roaring from the East: Third World Dreaming” in *Freedom Dreams* (Beacon, 2002).
  - Roderick Ferguson, “The Relational Revolutions of Anti-Racist Formations,” in *Studying Race Relationally* (2019).

### WK 14 – 4/26:

- Required:
  - Renya Ramirez, *Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond* (Duke University Press, 2007)
  - Natalia Molina, “Examining Chicana/o History through a Relational Lens,” *Pacific Historical Review*.
  - Geraldo L. Cadava, “Borderlands of Modernity and Abandonment: The Lines within Ambos Nogales and the Tohono O’odham Nation,” *Journal of American History* (September 2011), pp. 362-383.
- Recommended:
  - Lynn Stephen, *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon* (Duke University Press, 2007)
  - LeeAnn Simpson, “Nishnaabeg Internationalism” in *As We Have Always Done: Indigenous Freedom through Radical Resistance* (Minnesota 2017).

### WK 15 – 5/3:

- Nikhil Pal Singh, *Race and America’s Long War* (UC Press, 2017)
  - Jason Luna Gavilan, “Of ‘Mates’ and Men: The Comparative Racial Politics of Filipino Naval Enlistment, circa 1941-43” in *Critical Ethnic Studies*.
  - Ronak K. Kapadia, “Up in the Air and on the Skin: Drone Warfare and the Queer Calculus of Pain” in *Critical Ethnic Studies*.

## LEADING DISCUSSION

These points are intended as helpful suggestions to prepare you to lead discussion among your graduate peers. Do not hesitate to use your own ideas or to contact me before your turn if you have any questions or concerns. Your major responsibility is to lead the discussion involving the required book that is assigned, but feel free to venture beyond that if you think it is appropriate.

### In Preparation

- Read the week's readings as early as possible in order to have plenty of time to contact the professor and/or your peers with questions and ideas.
- Be sure to take notes during your readings of the main points of each of the assigned texts, but particularly of the assigned book.
- Form questions during your reading of points that you think are unclear and of crucial issues that you want to be sure and discuss.

### Framing a Discussion

- Know where you want to start, but also where you want to end up. Be willing to be flexible in your guidance, but be sure to cover those points you think are crucial.
- Decide whether **you** want to give a brief synopsis of the main points of the book, or whether you want the class as a whole to do this.
- Have a ready list of **questions** for your peers to answer, in an order that makes sense intellectually. If you have a set of points or issues (as opposed to questions), you may end up talking more than your peers.
- Remember that if everyone is talking (a good sign!), 1 and ½ hours will go by quickly. Be sure you allow enough time to cover major points. Don't leave everything important for the end!

### Suggestions for Questions

- Let students begin by giving their general impression of the book. This can often serve to launch discussions into unexpected, but productive areas.
- What evidence does the author use to make his/her point? Is it convincing?
- Move in the general direction of questions that reach across the whole text, jumping off from specific questions about particular points in one chapter/section.
- Have questions that refer back to a previous week's readings and/or points raised in the required articles.
- PLEASE SUBMIT YOUR QUESTIONS FOR DISCUSSION TO THE WHOLE CLASS ON BCOURSE AT LEAST 24 HOURS BEFORE OUR SESSION (Thursday at 2 pm).

### In the Classroom

- Don't be afraid to follow up a comment with a relevant question to that specific speaker.
- On the other hand, be careful not to stop an exciting discussion that has not yet run its course by asking a diverting question.
- Give each separate chapter or section its due time, but gauge your peers' interest and disinterest in certain sections and shift accordingly.
- Feel free to hand the discussion over to me at any time. I will undoubtedly have other issues that I will want to raise and will do so in the second half of each session.

## HOW TO WRITE A SEMINAR BOOK REVIEW

### **Book Reviews and the Profession:**

One of the duties you will be called upon as a professor is to write book reviews for scholarly journals. Most journals will ask you to review and evaluate a new book in the space of 500-800 words (or 2 to 3 pages), while others may allow you to write a longer review essay. In any case, you will probably find yourself writing one or two reviews every year, and this is one way for you to get published early in one's career.

So what should you do in these reviews? How much space should you devote to placing the book in its larger context? To summarizing the author's arguments? To offering your own praise and criticism of the book? There are not hard and fast rules about writing reviews. One gets a feel for them over time, particularly if one is reading them regularly. However, I believe that there is a general formula one can apply when writing reviews, but how you apply it will vary from individual to individuals. Nevertheless, all class reviews should have three basic components:

1. **The Context:** If you read through reviews in history journals you will see that most reviewers devote their opening paragraph(s) to placing the book in its larger historiographical framework. The author you are reviewing is probably attempting to use their work to address larger debates within their field. In short, you want to tell the reader the "big picture" into which this book fits.
2. **Summary:** My own belief is that the greatest service a review can do is offer an intelligent summary of the book's main themes and arguments. This means trying to be fair to the author. You can praise, condemn, or equivocate in your conclusion. But the bulk of the review (3-4 paragraphs) should provide the reader with an insightful summary of what this book is about. It means distilling several hundred pages into a few paragraphs. How does the author prove his/her case? What kind of evidence does he/she provide? What kinds of sources and methodologies? This section should provide the reader with a clear summary of the book's thesis and main arguments.
3. **Analysis:** It is difficult to know when to intrude with your own voice and analysis. Sometimes it can be mingled throughout a text. However, I find that in mastering the review, the easiest way to begin is placing your analysis at the end. Spend the last paragraph(s) offering us your critical scholarly opinion of the book and its ideas. Many of you will find this the most difficult part of writing a review. Analysis is a difficult skill to master and the only way to master it is to do it.

All these are merely **suggestions**. You will find that writing reviews will get easier over time. You will learn by writing, by reading the reviews of your classmates, and by reading the reviews in journals. For the purposes of this course, look at reviews in the American Historical Review and the Journal of American History, but also in the American Quarterly, the Western Historical Quarterly.

## WRITING A HISTORIOGRAPHICAL ESSAY

Each student is required to write one major paper for the course. This paper is a historiography paper, 15 to 20 pages in length, on a topic you and I have chosen together. This paper is an examination of the assumptions, methods, and findings of the body of literature on a topic relevant to the course. "Relevant" can mean either an elaboration of one of the formal themes introduced in the course, an analysis of a thematic issue drawn from across the course, or an analysis of one neglected in the seminar. Whatever topic chosen, you should be willing to read deeply in the literature and to discuss its place in the field.

Every three to four weeks you will be asked to submit written work delineating the progress of your final paper: 1) a one-page statement describing the historiographical topic your paper will address (4th week); 2) a working bibliography of the books and articles central to your paper (7<sup>th</sup> week); 3) a five page draft of text taken from anywhere in the essay (11<sup>th</sup> week); 4) the final project (due May 13). You will receive feedback on each of these assignments from me, insuring that you are on the right track for the final project. It has been my experience that if you make each of these deadlines, you will do well with this final paper; if, on the other hand, you miss one of these deadlines, you will indeed struggle to complete an adequate version of this historiography paper.

The class syllabus of required and recommended readings is a guide to various works and historiographical debates in the field, but issues and specific works germane to the topic to be reviewed will be approved by Prof. Paiz through the one-page statement and the working bibliography. This historiography paper should focus on how various writers have represented some significant aspect of inter-racial history in the United States in the past, exploring the intellectual debates, methodological issues and directions in the study. As a guide to framing your historiography paper, I offer the following guidelines:

1. While it is fine to start with a general topic in mind, you should move forward quickly with a more formal statement of the intellectual problem you hope to study. This statement is probably best put in the context of a question. While you should state this question early in the statement due in September, inevitably that question can and should be further refined as you complete more of the reading for the course and the paper.
2. If you are having trouble coming up with a framing question for your paper, you should see me in office hours as early in the semester as possible to discuss potential paper topics.
3. This statement/question must be placed in the context of a thorough review of most relevant secondary literature surrounding your problem. Therefore, it is critical to pick a question that is not so large that the reading for the paper is overwhelming; on the other hand, it is important that your question is large enough to have sufficient literature already written by various authors addressing the topic.
4. Try to avoid a historiography paper that is simply a series of book reviews with an introduction and conclusion. Framing your question well will allow you to organize a historiography paper with various sub-questions, each of which can help drive the main sections of your final project.
5. You should select your two book reviews from the supplementary reading list as works that can also be used in your final paper. Do not hesitate to incorporate as much of the

required reading for the course as possible for your final paper. This will substantially cut down on the additional reading you will need to do to successfully address your topic.

6. Because inter-racial history is still a young field that is growing, many topics have yet to be exhaustively addressed. Therefore, it is usually important to incorporate your own thoughts about pathways to new research in the future on your topic within your conclusion.