Rhodes, R. Colbert, Emile Durkheim and the Historical Thought of Marc Bloch; *Durkheim-Bloch Theory and Society* (1st ed., Vol. 5, pp. 45-73). Odessa, Texas: University of Texas. (29)

In the article Rhodes looks at a series of Bloch’s most popular works and looks for Durkeim’s influences on certain topics like social structures and the evolution of social solidarity. Rhode’s is trying to convey how “Bloch turned to the social sciences because he realized that a politically based history could not explain social and economic forces”(Rhodes70). He also compares the works of Bloch and Durkheim in the ways that Bloch was influenced by Durkheim’s works and how they differed in their works. And how the two studied history. Rhodes uses various articles of Bloch’s works such as French Rural History and then compares and contrasts it to the works of Durkhiem and goes over the similar ideas like the nature and evolution of social solidarity, conscience collectives and social functions. I think that Blochs views on history like how politically based history couldn’t explain it the right way and how he focused on society as a collective mentality was really cool. His focusing on the life of peasants and farming communities and how those interactions formed social laws was really insightful as well.
In Beyond the Enlightenment Salerno writes about enlightened thinkers and their ideas. He talks about thinkers from Georg Hegel to Anthony Giddens. Along with talking about their ideas and publications he goes over their early and late lives to illustrate where they came from and what they did with their lives. In the book Salerno’s main point is to educate the reader on important thinkers and where they came from. Like when he writes about W.E.B Dubois and about his early life of poverty and how he worked his way from Fisk University to Harvard to become the thinker and activist that he is known for today, he then finishes with the ending of his life and how he moved to Ghana because he became frustrated with the slow pace of change in the United States. One thing that Salerno did was write about these enlightened thinkers in order to when they lived. By doing this it was easy to see when another influenced one person. When reading about thinkers like Antonio Gramsci, who studied Marxist theories in college, it was easy to find influences from other thinkers and writers. My opinion is that this book is a good source for information on important enlightened thinkers. It was easy to read and the organization made it easy to follow. Learning about these theorists life stories not only helped keep my attention but gave me some insight on where they are coming from and what shaped their thoughts. Salerno also does a good job of conveying the main point of the thinkers and their ideas.

Connell writes this chapter in her book about three important texts from Coleman, Bourdieu and Gidden. Connell starts the chapter with an abstract then goes on and talks about each author and their work and ends The authors main points was to show and describe some of the general sociological theories problematic features as they appear in some of the most apparent and well known figures of the sociological theory and question some alternatives. Throughout the chapter Connell has used many clear details to help support the main ideas. One detail that helps is the use of organization and how every point that Connell makes has its own section. Each of the three authors works has its own main section filled with sub sections where Connell would give explanations. For example on page 255 the sub section “Where the Women Are” where Connell explains how Bourdieu writes as if there is a separate mans world and woman’s world and talks just about a manly man and a well brought up woman. The organization of this chapter made it really easy to read, especially with all the subheading and summary sections I always knew what I was reading about. I now have a basic concept of how the monological northern theory is failing today’s world and a new theory may be needed. I also learned how social science is needed as a cultural force and is a dominant power in both politics and the economy.

Transsexual Experiences in Psychotherapy: A Partial Replication Elizabeth Ehrmann

Fall2006 page 1-17 (18)
Ehrmann talks about transsexuals and the transition process for transsexuals both going from female to male (FTM), and male to female (MTF). She also discussed the psychotherapy that transsexuals go through to achieve the things they want. The main purpose of this capstone was to dive into the transsexual experience and how what it involves or entails. Ehrmann goes into the various definitions dealing with transsexuals and the different types of surgeries and procedure that they go through. Ehrmann uses a lot of information that she got through her survey of 26 people who associate themselves as transsexual. Also she uses various definitions and procedures that help the reader I never knew the steps of transsexuals becoming who they want to be, and learning about the different psychological things that researchers think lead to trans sexuality, like how the parental roles have such an effect on a developing child.

Maclure & Denvo Annotation Pages 119-135 (17):
This article goes over the topic of child soldiers in Sierra Leone. The authors map out experiences and perspectives of child soldiers and the process of becoming a child soldier. In the first section of the reading is the introduction on child soldiers. Then goes on to the second section on their study, which is where they contacted and interviewed previous child soldiers in the Sierra Leone area and how they conducted the survey. The article then goes on to describe how the boys were trained and introduced into the armies. Then into how they were desensitized and how being apart of the army was empowering to them, and finally the structure and agency of the RUF and post conflict rehab. In the article the authors wanted to show that the perspective of the child soldier knowingly and voluntarily doing these crazy things in the Sierra Leone was a
false image for most. With the interviews that they conducted they showed that most of the boys had been surrounded by the conflict for a majority of their lives writing that they had “regular exposure to the paradoxical horrors and rewards of armed conflict. “Once in the army most of the boys would do what they were told in fear of being killed or beaten by RUF. And how once they were in the army they were desensitized by beatings and other vicious acts by superiors and although they might have been forced into RUF killing people and doing awful acts would bring them a sense of power or pride and how that fueled them to keep going. They also described the challenges of post conflict rehab and reintegration. This articles use of details range from the interviews of the ex child soldiers to the psychological things that child soldiers are put through. The Interviews that the authors chose to use helped illustrate the type of things that were going on, like when they used the description of when one of the soldiers talked about how they had to watch one of their commanders kill a little girls mother and daughter and then rape the girl and connected it to desensitization and how it taught them to follow all orders in order just to survive. With the various interview quotes given the authors helped show that the child soldiers were forced into the RUF army. To me this article really illustrated that there is much more to the image of child soldiers of the Sierra Leone. These kids were forced by fear to act in vicious ways by RUF. Like one kid said If these kids could survive why couldn’t I, they acted in fear and then they started gaining empowerment from killing people and vandalizing villages. The language and examples given in this article really made the key points easy to understand and get.
Wallerstein, Immanuel. "Anthropology, Sociology, and Other Dubious Disciplines."  
*Current Anthropology* 44.4 (2003): 453-65. (13)  

The main topic of the article was to see if the different social science disciplines made in the 19th century have way outlived their prime and are obstacles in todays serious scholarly work, and that there are subjects in the areas that could use more attention in new categories, as well as each disciplinary has valuable qualities that should be stripped down and used to create ne disciplinarians. Throughout the article Wallerstein has repeatedly listed ways in which the social sciences disciplines could be reformed and changed. In the article Wallerstein has provided evidence on how each of the disciplines have differences but then goes on to say something along the lines of is a person from mars came and saw all the different social disciplines then he would think that they would all be the same, he also references a lot of other studies done by people in different social science categories and compared them to one another. Like the last article this one also opened my eyes to some pretty obvious ideas about the education system that I have been oblivious to. Changing up the groups and classification of major subjects could be better and more beneficial in some ways. Even here at csumb with the sbs major and how it covers a lot of different subjects like anthropology, sociology and even more I can now see that csumb is trying to so something different with this major.

American Studies, Vol. 45, No. 3, American Studies Looks at Hawai'i (Fall 2004), pp. 107-137 (31)
In the case of the massacre of Hanapcpc the author is attempting to explain how physical violence can legitimately be perpetrated. He also uses Bourdieu’s concepts of symbolic violence and its link between physical violence of the state and how they are connected. Some of the main points that the author makes are the ones where he compares symbolic violence to physical violence and how the state legitimately perpetrates others, in this essay the Hanapcpc massacre. Throughout the essay the author uses the work of Bourdieu’s works on symbolic violence to connect with the massacre and how the state legitimized their actions. Also the use of visuals and different graphs were used through the essay to help the reader get the main points even more. I never knew that symbolic violence was a thing until I read this article. I really understood that is was when Jung was describing how society has a form of it when women prefer men who are older and taller than them. Or even when symbolic violence was defined as the “acceptance of oppression by the oppressed” (Jung 108). 

**SBS350:**


Villaseñor grew up drastically in the final chapters in the book. He starts new schools, where he still has problems, he lost his brother and got a sister, and he learns about forgiveness. With this reading being a memoir I feel like Villaseñor’s intended audience is really any reader. The writing style of this memoir is really easy to read and his life is not very boring to read about either, I feel like he wrote to show how his life has been shaped by the United States’ systems of domination in an entertaining type of way. I believe the author wanted to provide his life stories so the reader can gain some kind of idea what it is like to be a different race growing up surrounded by a lot of the
forms of domination. White supremacy could be seen in the chapters when Villas nor was getting beat up at school for being Mexican. The boys explained that they beat him up because it was their duties as Americans to put his people in their place¹. His father would often teach him lessons of getting by as Mexican by telling him “if you don’t kiss the ass of authority, or learn to be real cunning, then you might end up needing to do some time in prison”². Further reinforcing the division of races in America. Capitalism could be seen in these chapters a little as well, whether it be Villas nor blackmailing his sister into giving him money for having a party or getting him to pass school. His family bribed his teacher to pass Victor so he could go to a different school that was private. Villas nor described private school as a place “where money didn’t just talk, but could actually scream, and get you a guaranteed passage- not just of grades- but into Heaven, itself, with a fat-enough check”³. These chapters had the most dramatic events in the book. I really enjoyed reading how Villas nor dealt with all these intense scenarios, especially at the end when he learned about forgiveness when his father forgave the doctor who kind of killed his brother.


Hurtado’s article The Color of Privilege addressed women’s position in society in relation to white men. She even breaks the women into two groups, women of color and white women and examines the different roles that each play relating to white men. I think her intended audience is for people wanting to learn more about how women’s

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² Villas nor. P. 254.
³ Villas nor. P. 258.
position and identity has been shaped by the color of their skin in relation to white men. Or wanting to read more on how women’s roles, and social norms based on skin color became imbedded into American culture. I believe Hurtado’s main take away from the passage was that although women are oppressed by men in society, women of color have a different form of oppression than white women because of the historical role of white males. When Hurtado goes back to describe the beginning of the divide historically it helped me understand the patriarchal and white supremacy forms of domination. She writes about the racial conflicts started during the suffrage movement majorly because of white women’s privilege in relation to white men, they were they mothers, daughters, and wives to these white men who help all the power while black women were at birth almost owned by these white men⁴. She also goes into describing femininity and how it was taught to white women to become white men’s subordinates while in the beginning black women slaves were required to be as masculine as black men this made the idea of the colored women unattractive to white men, This resulted in sexuality became the marking of maintaining subordination⁵. This reading really reinforced and gave me detail to see the difference of domination between white and colored women. I knew that women are an oppressed group in today’s society and this reading broke up women from a broad every women view to the different forms of oppression that each race of women faces. When Hurtado wrote, “This is not to say that women of color are more oppressed than white women but, rather, that white men use different forms of oppression on white

⁵ Hurtado. P. 14.
women and on women of color”⁶, it really reinforced that the two groups of women are both oppressed, but in different ways which results two different outlooks on life.

Shenk, Gerald E. "Work or Fight!" Race, Gender, and the Draft in World War One. New York: Palgrave Macmillan, 2005. Pages. 11-20, 49-55, 83-90, 100-103, 162-185, etc.

The main topics of the following chapters were to demonstrate the relation to the draft and white manhood. As well as look critically at what whiteness at the time was considered to be. I think that Shenk’s intended audience is aimed at a scholarly group or readers interested in learning about whiteness during the first world wars draft. Some main points that Shenk looks at in the chapters are the effects the draft had on white manhood. One specific example was described in chapter two when Mrs. Barbee enlisted her son into the war so that she and her other daughter could live off his war pay. This story demonstrated the popular ideas of white manhood that a man should support his family, specifically his wife, mother, and children. It was the agreed system that men owed women for their nurturing and home keeping and when Mrs. Barbee’s son’s paycheck was not enough she signed him up for the draft⁷. Another way whiteness was examining German whiteness. As the draft continued Shenk wrote “carefully constructed persons of German ancestry as inferior, and therefore dangerous, forms of whiteness”⁸.

After looking at the elements of whiteness, white people started discriminating other white people, which created a white hierarchy as a result to the discrimination. This

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⁶ Hurtado. P. 11.
⁸ Shenk. P. 18.
reading helped me identify the white power form of domination as well as the patriarchy form. The ideal of white manhood was stressed heavily throughout this chapter. It listed all the responsibilities of both white men and women had in relation to one another during that time. These chapters also looked at how white supremacy was constructed even further. I liked this reading a lot. It gave me further understanding to the major effects that the draft had on American whiteness.


The topics of this article is to illustrate the five systems of domination in the United States used by white males and how they have constructed the United States into what it is today and gives some ideas on how to resist these systems. I feel like the authors intended audience is educated people interested in the development of domination and white superiority and the factors that this country was founded on and how to contest forms of domination. The author proves the thesis by identifying these systems of domination, (Patriarchy, White supremacy, Heterosexual normativity, Capitalism and Imperialism) and the roles they played in establishing white domination in the United States. Shenk explains that the first three systems, patriarchy, white supremacy and capitalism, were based on what were thought to be perfect ideals of living like being a white man with land and a wife who had slaves the other two were linked to property ownership. He then goes into the role of these systems in historical context like after the American revolutionary War when Americans took the natives land so they

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10 Shenk. P. 2.
could expand their territory\textsuperscript{11}. The article goes onto how a person could resist forms of domination, like dismantling the system that oppresses them or by getting what the dominant says they don’t have\textsuperscript{12}. The excerpt that helped me understand these five systems of oppression was how they were based on the ideals of what being a man was, owning land and slaves and having a wife, and how that grew as a foundation to the systems of domination\textsuperscript{13}

This reading gave me knowledge of the five systems of domination and two ways on how to contest them. I feel like it was written in a way that was easy for me to grasp and understand and feel like it would be a good foundation for the rest of this class. The ideas all made somewhat sense when reading about the classifications of domination and how they were used to make America for white people by denying others their rights\textsuperscript{14}. Another thing that stuck with me was the quote from James Baldwin saying that oppressed people understand their oppressors more than the oppressors know themselves\textsuperscript{15}. This made me excited to learn about how they used this knowledge and the other two forms of resistance to bring some change.

Young, Iris Marion. *Asymmetrical Reciprocity: On Moral Respect, Wonder, and Enlarged Thought*. Intersecting Voices. Pages 40-59. (20)

\textsuperscript{11} Shenk. P. 3.
\textsuperscript{12} Shenk. P. 4.
\textsuperscript{13} Shenk. P. 2.
\textsuperscript{14} Shenk. P. 3.
\textsuperscript{15} Shenk. P. 5.
The topic of Young’s Asymmetrical Reciprocity is to show that no two people are the same and no one can truly know how another views the world based on positions in life. He tries to explain and illustrate his ideas through the usage of giving gifts, addressing that the only proper response to others views is acceptance\textsuperscript{16}. His intended audience is aimed towards scholarly readers looking to do more research on a symmetrical reciprocity, or on how to understand another persons point of view that they bring to a discussion. I believe that the main points of the article are to demonstrate that no matter how hard one can try to put themselves in the shoes of others it is often times impossible to do. One of the only ways to try to understand where a person is coming from is to listen to them and accept where their viewpoints. The only way that asymmetrical reciprocity can be done properly is if the dialogue is treated as a gift exchange. Young says that every gift should be accepted\textsuperscript{17}. I believe he means that because everyone has a different background when one shares their own ideas the other should simply accept their view, even if it may be different from yours, and not try to impart their returning views onto that person. The usage of patriarchy and white supremacy in this reading is demonstrated in a couple examples. Patriarchy is illustrated in the Getting it section of the reading when Clarence Thomas and many other men did not believe Anita Hill’s claim of being sexually harassed by a coworker because their sexual privilege prevented them from understanding what it was like being in her shoes\textsuperscript{18}. An example of White Supremacy is illustrated in the Going Native section when groups of white people wanted

\textsuperscript{16} Young, Iris Marion. Asymmetrical Reciprocity: On Moral Respect, Wonder, and Enlarged Thought. Intersecting Voices. P. 54  
\textsuperscript{17} Young. P. 54.  
\textsuperscript{18} Young. P. 43.
to understand native culture by flocking to the Black Hills fall ceremony. This upset many natives because white people did not have the personal history of the native people and although they meant no harm in doing this, it was a form of cultural imperialism. This reading, although not my favorite, was a good example of demonstrating that a person can almost never see a situation through another person's eyes because they do not know what that other person's position in the world is like.


There are many topics of these first four chapters. One goes over the take over of other places like Hawaii, Cuba, the Philippines and Nicaragua, and how these take overs happened and why. I think that Stephen Kinzer’s intended audience is a reader who is looking to learn more about how the United States imperialism or even looking into the history of these countries. The main takeaways that Kinzer wanted to make seem to be that America can be just as or even more ruthless as they make other countries. The way that he writes about the take over and annexation of Hawaii and other places demonstrate that perfectly. Although Americans saw them selves as “operating on a higher moral plane” the actions that happened were very detrimental to other countries. Like how they treated Hawaiians like they treated the Native Americans, as savages, and how that resulted in Americans ultimately overthrowing their queen. Or like how the war in the

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19 Young. P. 43.
Philippines is almost never talked about here but it had such a negative impact on them because of the American soldiers gruesome actions. These chapters helped me understand almost all the systems of domination. I especially got the capitalism and imperialism forms. A lot of the times the United States only started looking at these places for military placement, like Pearl Harbor in Hawaii or for the Manila naval base in the Philippines. Another imperial aspect that went into taking control of Cuba, was how “Americans convinced themselves that Cubans were cowards who had no idea of how to organize an army”\(^{21}\) so Americans thought they needed to step in and “help” them. Another quote that illustrated imperialism was “They became consumed with a grand new idea, that of the United States whose influence extended around the world”\(^{22}\) fueling the fire that propelled these actions. This reading really illustrated the capitalism and imperialism, which the others haven’t addressed as much. It was all really easy to read and understand which was nice too. I enjoyed reading about all this stuff that went on between the US and other places that isn’t really talked about over here.


These chapters looked at the overthrow of Iran and Guatemala. They both seem to observe the role of John Foster Dulles and his brother Allen Dulles. I think that Stephen Kinzer’s intended audience is a reader who is looking to learn more about how the United

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\(^{21}\) Kinzer. P. 41.

\(^{22}\) Kinzer. P. 32.
States imperialism or even looking into the history of these countries. The two chapters focus on these two brothers and their roles on the overthrow of Iran and Guatemala. Kinzer describes them as being born into international privilege, advisors for some of the world’s richest corporations and being strong Christians. So when Iran wanted to take control of the oil companies in their country or when Guatemala wanted to end the control of United Fruit the brothers ultimately overthrew the leaders. They shut down the import of arms, bribed reporters and leaders to inspire revolutions and many more. This was done in order to ultimately prove that there was communism within the countries to justify the overthrows. And when someone within the American system spoke out against his or her thoughts, like Birch O’Neill, they would just transfer them out of the country.

These chapters illustrate the capitalism system of domination. The two Dulles brothers had massive involvement in the overthrow of the countries and massive involvement money wise. If these countries did something that would negatively impact their money flow they painted them as communist countries in order to justify their involvement. This could also be under the imperialism form of domination as well. This could be seen in Dulles views that “those who had a good way of life had a duty to help others to find the same way” or “Christian insight and Christian inspiration into the fight against the evil methods and designs of Soviet Communism”. The Dulles brothers reminded me of Donald Trump. They were businessmen who were active in politics and often used the

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24 Kinzer. P. 140.
American fear of communism to boost their ratings and justify their actions. This book makes me feel like I am a spy learning about all the crazy stuff America has done.


These final chapters in part two address the two overthrows in Vietnam and Chile. They also reflect on the impacts that the overthrows have had on these countries. I think that Stephen Kinzer’s intended audience is a reader who is looking to learn more about how the United States imperialism or even looking into the history of these countries. Kinzer wanted to illustrate the true history of what really influenced these overthrows and the effects that these actions had. These chapters also illustrated the deaths of the leaders of the countries that were overthrown. I think that these chapters illustrate capitalism and imperialism. Imperialism could be seen in the way that the United States used communism to justify their involvement in others business. Kinzer added that many Americans fell for this because the government got it into the American peoples minds that Soviet Communism was taking over the role of Nazism and was bent on taking over the world. Capitalism could be seen in with the overthrow of Chile. American businessmen ran the majority of the copper mines and mess with Pepsi distribution; if Allende won he would nationalize Chilean economy and force the American involvement out of the country. The chapters this week got pretty crazy. This kind of American

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27 Kinzer. P. 172.
history is never talked about and I feel like it should be. It really does explain the effects that capitalism has on the world. Like we went overthrew other countries because they wanted to control their own resources.


In these final chapters of Overthrow, Kinzer talks about the United States involvement in Grenada, Panama, Afghanistan and Baghdad. I think that Stephen Kinzer’s intended audience is a reader who is looking to learn more about how the United States imperialism or even looking into the history of these countries. I believe Kinzers main points are to demonstrate the imperialism that America has had over other parts of the world. That is why one system of domination that he illustrates is imperialism. This is demonstrated when Kinzer says, “Americans came to believe that since they had been so successful in building their country, they not only could duplicate that success abroad but were called by Province to do so.”28 The way that the US inserted themselves in foreign politics to get what their hidden agendas done. Like the shootings in Grenada gave many American officials an excuse to intervene in the foreign affairs29. These readings were really interesting to read. It really opened my eyes even more to how shitty America really is. So far in 350 we have mainly talked about things that go on in the US but not really how the US has effected other countries that is why I liked these readings.

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In The Maids Daughter, Mary Romero follows Olivia’s life story through 20 years worth of interviews and oral histories. Olivia’s story is one that addresses belonging, identity and resistance as she grows up living with her mother who is a live in maid to a wealthy white family. I think that the authors intended audience is one looking to read a moving and scholarly book. The situation of growing up between two cultures and the impact that that can have on a person makes another topic that audiences may look for when reading this book. I believe that the authors main points are to demonstrate the impact that growing up in the between of two cultures has on a person. Throughout the book differences of cultures are pointed out, like how Olivia noticed that in Liberty Place, where the person next door is your neighbor and not a relative or loved one and a house contains a single family not a whole extended family all living together\(^{30}\). The difference that the two cultures had on Olivia impacted her life greatly. She recalls that because her mother was a live in domestic worker the family that she worked for assumed the decision making over Olivia’s education and activities. The form of domination that this book illustrated was imperialism. Moving in with her mother after growing up a little in Mexico and living in a white elite families home as Mexican, Olivia felt the differences and the effects of those differences. Her mother feared that because

the Smiths could buy her daughters love with elite opportunities and other things she could not provide her. Growing up in the in between people expected two different things from Olivia as she struggled with her identity and belonging.

This book was a good read. Olivia’s story is one that explores many topics of the forms of domination.


I think that the topic of the Lynch Law in Georgia was to illustrate racist acts of torture and murder in 1899 Georgia. As well as explore the thought process of white southerners that justified this cruel behavior.

The authors intended audience seems to be anyone looking for historical examples of racist killing during the antebellum period. This reading also seems to be aimed for people who want to read more about the thought process and actions that white southerners performed to southern blacks just for the color of their skin.

Wells-Barnett’s main points were to show the horrible injustices that happened to innocent black people because they did not know their place or were too educated. The reading demonstrated brutal murders by lynching, burning people alive and lynching, all while being tortured. The main reason after writing about these events was to prove the

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31 Romero. P. 150.
popular white thought of the time, “The real purpose of these savage demonstrations is to teach the Negro that in the South he has no rights that the law will enforce”33.

The systems of domination that this reading helps me further understand is the white supremacy system. The whole article is talking about what white people did to blacks back then. This also helped me understand the patriarchal form of domination. This was illustrated when the little paper attached to a dead black man saying “We must protect our ladies”34. This provided another reason behind these malicious murders, that these white men needed to prove their manhood by protecting white women from black men.

Despite the horrendous historical accounts I feel that this reading did a good job providing these events and illustrating the thoughts behind it. I liked how the report of detective Louis P Le Vin was included in the reading as well. It gave a better perspective of what actually happened to Samuel Hose, and an insight to the popular mentality of the time.


James Barrett’s Americanization from the Bottom Up is about the remaking of the working class as immigration to America increased. He addresses the impact of immigrants from eastern and southeastern Europe coming to America and getting jobs. I

33 Wells-Barnett. P. 1.
34 Wells-Barnett. P. 11.
feel Barrett’s intended audience is a scholarly one who is interested in reading more about the impacts immigration had not only on American whiteness, but the immigrants lives as well. It also addresses unions and their impacts on the poor working environments and conditions. I believe that the main points of the reading are to demonstrate the difficult working conditions that immigrants had. They had to become Americanized while working harder and earning far less than other white American workers. One of the immigrants wrote “we cannot bring up our children as Americans on 15 and a half cents an hour”\(^{35}\). Also demonstrating the difficult if not impossible task of Americanization. This reading helps me understand the white supremacy form of domination. This is illustrated when talking about Irish immigrants who used their whiteness as a competitive edge against Blacks and Asians in the job market\(^{36}\). It is also demonstrated when Barrett talks about earlier generations of nativists reacting to new immigrants by excluding them from the job market\(^{37}\). This reading really opened my eyes to how hard it would have really been to immigrate to America. Although America’s motto was to come here for a better life, immigrant living conditions were often not that great. Especially trying to get a shitty job with little pay.


\(^{36}\) Barrett. P. 1001.

\(^{37}\) Barrett. P. 1002.
Kevin J. Mumford’s Homosex Changes looks at the change of understanding of homosexuality and the role that race played in this change. He looks at the role African Americans played in invert institutions. I feel that his intended audience is a scholarly one who is looking to learn more about the role of race in the evolution of homosexual understanding. Through various examples like looking at Harlem nightlife and homosexuality or fictional urban explorer Mark Thornton, Mumford wants to illustrate the complex social structures, ethnographic, and discursive phenomenon that variously intersect creating American culture. One system of domination that is illustrated in this reading is the White Supremacy system. He illustrates this by comparing the difference between feminine and masculine gender rolls and the opposition of blackness and whiteness. In the reading Mumford examines a “social reverse complexion” in which color or racial differences substituted for the gender difference in the sexual relationship often resulting in black men adopting the female role or female inverts who were more manly. With these gender roles switched it could be seen as systemic white supremacy still making the other races the less dominant one as the society saw it. As the speakeasies were kept quiet and often in Harlem, predominantly black neighborhoods it can illustrate Heterosexual normativity. This is seen by black and white homosexual relations resulted in these speakeasies being highly stigmatized and gaining status of outlaw institutions. This reading was really informative on the relations that black and

39 Mumford. P. 400.
40 Mumford. P. 400.
41 Mumford. P. 403.
white homosexuals had with one another in the cities. The studies of the time that were described seemed to be a little crazy. It was interesting to learn that the intermingling of races was a common thing within the speakeasies and the big role that race had on these emergences.


George Chauncey’s Christian Brotherhood discusses the construction of sexual boundaries during world war one. He looks at men in the military and their sexual relations with other men as well as some Christian churchmen taking part in homosexual behavior. I think that Chauncey’s intended audience is a scholarly one looking to read more about homosexual behavior and attitudes during world war one. Chauncey wanted to illustrate how a major reconceptualization of homosexuality happened during the nineteenth century. He does this by looking at the “gang” (group of sailors) who describe homosexual acts during their service of the time. The Christian brotherhood and sexuality during the same time is also talked about in this article too. This reading helped me understand the heterosexual normativity system of domination. The way that

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homosexual men were talked about and how they were treated as they were less than straight people greatly demonstrates this system. One way that this was demonstrated was when a person would only be labeled as queer or inverts was when they were effeminate or flipped their gender roles, where as many sailors who engaged in homosexual behavior weren’t labeled as gay or queer because the conformed to masculine gender norms. This reminded me of Shenk’s reading when he said the only way to fight a system of domination is to totally destroy it or conform into it, and that is what many homosexual sailors did. I enjoyed this reading because it was a different perspective on homosexual history that I would have never thought to think about. Reading about the popular thoughts and beliefs of homosexuality was really entertaining to me.


The Case for Reparations talks about the struggle that black people face and dealt with compared to whites from the end of slavery to today. It addresses a lot of issues dealing with living situations and conditions.

I think the authors intended audience are people looking to learn more about the dynamics of black living situations and the effects of white domination has had on the black community.

I believe that Coates’ main points of the article were to demonstrate the effects of white supremacy has had on the black living situations. Coates writes how hard it was
and is most black people to find a job that could pay all the bills along with food and educations for their kids, like Clyde Ross who had to have about three jobs to support his family. The low pay matched with the living conditions have also had a big impact on the black community. With owners trying to scam these people into phony housing deals, where they kick them out the first time they are late on a payment. Or how the FHA the set up of neighborhood classes that basically made the only affordable housing for blacks in bad parts of towns.

This whole article helps me understand the white supremacy system of domination. With all the things that white people have done that has affected these living conditions like, “Weatherspoon bought her house in 1957. ‘most of the whites started moving out,’ she told me ‘the blacks are coming. The blacks are comin.’ They actually said that. They had signs up: Don’t Sell To Blacks.” That direct act of White supremacy along with all the indirect acts in this article illustrate this system of domination dramatically.

It baffles me how Coates said that slaves as an asset were worth more than all Americas manufacturing combined in 1860 and so many years later and even today they are treated like they were worthless and unimportant. The excuses that whites made for their horrible treatment for these people like, they were taught labor and they were brought into a Christian civilization and to speak English instead of their “African gibberish” is sickening as well.

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45 Coates. P. 5.
46 Coates. P. 22.
47 Coates. P. 15.
48 Coates. P. 12.

In these chapters McGuire followed the case of Recy Taylor and how her story connects with other people like Rosa Parks and others. I think the author’s intended audience is one looking to read more about white supremacy in the south during the 1950’s and how African Americans contested it in the face of adversity and racism. Recy Taylor was raped by six white men and left stranded. Her case against them sparked a lot of controversy in the court system and a lot of help within the Black community. By the courts coming up with ways to write her off with out being racist, the underground African American networks like the NAACP, churches, and pool halls called on others to come help defend Taylor and demand punishment for the men who kidnapped and raped her. The system of domination that was illustrated in this part of the book was the white supremacy. It was illustrated when the courts tried to call Taylor a prostitute, or how they were so lenient with the men who raped her. It also demonstrates the contestation of white supremacy. McGuire wrote “Black women like Recy Taylor who were raped by white men in the 1940’s used their voices as weapons against white supremacy.”

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50 McGuire. P. 47.
was one emotional reading. Learning how it connects to other popular cases and people of the time was really interesting.


The Guantánamo Diary is the first hand account of Mohamedou Slahi in his time detained by American prisons throughout the world. Guantánamo being the main prison of his captivity. During his time he was subjected to various forms of torture and degrading treatment from the officials working there. I think Slahi’s intended is anyone who wants to read he works. He wrote this while captive and brought it up in front of the courts. I think he wanted to get his story out there to people and open their eyes to the injustices and corruption that is America. Through the book Slahi was thought to be behind or involved with terrorist behavior. He was constantly asked if he knew any other terrorists or what he did but he stayed true to himself and told them he wasn’t involved in anything. I think that one of his main take away messages was to illustrate how brutal Americans really are. In one point of the diary some guards even threaten him with “all kinds of suffering and agony” if he did not confess to the crimes they wanted him to.\(^{51}\)

While in the prisons many guards tried to convert Slahi to Christianity and tried to convince that he was a terrorist. This could be seen as a form of imperialism. He writes about funny guards who tried to convert him to be a Christian, trying to impose that if he

were a Christian he wouldn’t be a terrorist in prison. This diary was a crazy read. The footnotes really helped me as I continued to read with all the hints and things to think about. This diary was a crazy read because the things that Slahi went through shows how crazy America really is.


Chapters 4-11 in Burro Genius, Victor Villaseñor looked back at his time in grade school. He begins at his time in kindergarten where he first learns that being Mexican meant that he would be treated differently from everyone else. The following chapters all seem to illustrate the early years of his life and how he began to notice his oppression. With this reading being a memoir I feel like Villaseñor’s intended audience is really any reader. The writing style of this memoir is really easy to read and his life is not very boring to read about either, I feel like he wrote to show how his life has been shaped by the United States’ systems of domination in an entertaining type of way. I believe the author wanted to provide his life stories so the reader can gain some kind of idea what it is like to be a different race growing up in a white supremacy type of domination. These chapters greatly demonstrate the White Supremacy form of domination. Throughout his time in elementary school Villaseñor was subjected to many forms of this oppression. This was illustrated in chapter 4 when he was not allowed to speak Spanish in class. In kindergarten when he and his friends did the teacher would scream at them and even

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52 Slahi. P. 12.
picked one up and slapped him across the face multiple times. The stress that was placed on Mexicans to be more “American” at the time was very severe and Villaseñor shared his first hand experience of it from an early age. Or in chapter 8 when Villaseñor was discussing vaqueros being the real cowboys and his friend Gus fighting with him insisting that the white Texan cowboys were way better than “any damn Chile-belly ever born.” The forcing of white ideals about Mexicans onto Villaseñor really shook him in the early years of his life. He even recalled getting headaches every day on his way to school because he hated going so much. The impact that these negative views of Mexicans had on Villaseñor showed to have an impact him. Like when he brought a knife to school because one kid started screaming that all Mexicans had knives. In one of the chapters he even screams “why did let me be born Mexican” because of the stuff that he was going through because of his race. These chapters, although entertaining and easy to read, greatly demonstrate what it would be like to have grown up Mexican in the 1940’s. The prejudice that Villaseñor and his family faced was shown to greatly impact their lives. Like in chapter 10 when the man visited the Villaseñor and his father and just assumed that they were workers and not the actual owners of the property and how that affected them. Reading these chapters opened my eyes to how much America has changed with in the years.

54 Villaseñor. P. 116.
55 Villaseñor. P. 94.
56 Villaseñor. P. 71.
57 Villaseñor. P. 70.
58 Villaseñor. P. 145.
In Whose Culture has Capital? Tara J. Yosso looks at the community cultural wealth as a critical race theory. By doing this Yosso wanted to shift the view of communities of color from being poor disadvantaged and helpless to demonstrating the strong cultural knowledge that these communities possess. It seems that authors intended audience would be a scholarly audience who would be interested on learning more about dynamics of how communities of culture functioned through poverty and domination. I believe that the author’s main take away message would be to illustrate that communities of color often times thrived in various ways. This is illustrated in the examples of the six elements that effect community wealth. Some of the elements being: aspirational capital or being able to keep hopes and dreams for the future, social capital which is the networks of people and community resources and navigational capital or maneuvering through social institutions. The system of domination that this helps me understand is the white supremacy and it’s effect on other racial groups. The reading switched the white perspective of communities of color being poor and hopeless to a thriving community of people. I thought this reading had a good switch in perspective. I like how people in these communities could come together and help one another out and that no one was as hopeless as they were ascribed to be.

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60 Yosso. P. 77-81.
In Domination, Acting, and Fantasy James C. Scott assesses and examines the power relations between the dominant and subordinate people of a culture. He uses terms like Public Transcript and Hidden Transcript to define these interactions that take place openly where the power holders can see and closed off where these power holders cannot see them\(^61\). I believe Scott's intended audience is for educated people who wish to learn or read more about the intricate power relations that occur between dominant and the oppressed groups. The reading covers many analogies to help prove the thesis. One of my favorites that he used was comparing these interactions to a play or performance, where the dominated act things out and the dominators watch. Where the dominant group can see what is on stage in front of them but cannot see the fragile balance of things that goes on back stage\(^62\). Scott also brings up the example of the slave masters allowing slaves to drink alcohol on occasion and how the alcohol “loosened slightly the normal inhibitions against aggressive talk, thereby allowing a portion of the hidden transcript to find its way onto the stage”\(^63\). By drinking the slave’s let loose some of their built up rage towards their oppressors resulting in the slave owners find out how their oppression really affects the slaves. This reading’s usage of metaphors and examples made it really easy to understand what Scott was trying to say. Although it took me a while to understand the concept I finally figured it was similar to Snape’s story in Harry Potter where everyone thought he was a bad guy because that is all he was shown doing but in the end we saw

\(^{62}\) Scott. P. 58.
\(^{63}\) Scott. P. 66.
that he was a good dude behind the scenes. It reminds me that the oppressors can only see certain things about the people they oppress and not really what is going on behind the scenes when they aren’t watching.

SBS353


The first 8 chapters in Hine and Faragher’s *Frontiers* discusses western history starting from Columbus in 1842 to the 1870 mining industry in the west. I feel like the authors purpose of this book is to make it like a historical timeline of the west and how it changed throughout European colonization. In the first chapter of the book starts with Columbus lands and begins to paint the natives as “savages who practiced horrible vices” as a way for Spain to come in a and take over.64 The second chapter goes over the early interactions between the natives and England, France, Spain, and Portugal and how they all had different ways of interacting with each other. The third chapter discusses how the interactions and claiming of lands effected both the natives and Europeans. It goes over how the Spanish wanted to Christianize the natives and show them the true voice of God so they started the mission systems in California and other places.65 The fourth chapter discusses the new England colonies and their interactions with the land and natives and even discusses people like Daniel Boone and how he represented the western American man to lots of people.66 Chapter five talks about the fur trade and how fur traders and

65 Hine and Faragher. 36.
66 Hine and Faragher. 46.
explorers, like Lewis and Clark, would go out and document their interactions with the
native peoples of the West. The sixth chapter was about the west from Texas to Oregon.
It goes over the American purchase of the territories and how they removed the Indians in
the trail of tears and things like that so americans would be able to move west without the
fear of them. The seventh chapter goes over things like the Mexican war and the US
taking over California and more western states and goes through the civil war and the
impact it had. the first chapters of this reading gave a nice history outline of not only the
American West but that Western Region as a whole. I liked how each action affected
another one and how the whole area changed within that amount of time. I want to know
more about why the French, Spanish, and English colonizers did not use each others ways
of interacting with the natives to influence each other. I also want to know what the
Europeans thought the west was going to be like when they sent the first explorers,
besides that it was filled with “savages”?


The second half of Hine and Faragher’s *Frontiers: a short history of the American
West* gave another brief history of the American West until about the late 20th century.
Some of the ideas discussed both in class and in the book reveal a lot about gender and its
role in the west. One of the most obvious roles women of the west were said to have
taken were the roles of the cattle queens. Cattle queens were women who took over the
families ranch when their husbands were unable to continue to work. This system often
proved prosporus for the ranch system and women roles of the time. Another gendered aspect of the reading that was highlighted was the Homestead act and how it allowed single women over 21 to apply for land just like men. Our group determined that this allowed women means of economic independence. Some women like Mary Elizabeth Lease were said to thrive in the west, she was a former homesteader and one of the first women to practice law in Kansas, she was also a major person in the Populist Party. Other chapters also described some of the hardships that some women faced on the frontier. One of them being isolation, women were constantly surrounded by their husbands and children but another companion or white woman friend was hard to come by due to farm isolations. These chapters illustrate lots of different aspects of western history that I never thought to look. There were more examples of not only gender roles but a lot more social constructs in the west throughout the book. One question that I was left with after the in class discussion was where were women of color? They were not discussed nearly as much as white women or women as a whole and it would be a cool perspective to see what their roles were.


This section of the Native American encyclopedia discusses the Great Basin, and the Paiute Indian tribes including northern, southern and even in the Owens Valley. The Great Basin is geographically in between the Sierra Nevada’s and Rocky Mountains and

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69 Hine and Faragher. P. 139.
70 Hine and Faragher. P. 142.
71 Hine and Faragher. P. 148.
is characterized by its deserts and valleys. The first category of the Paiute people are the Northern Paiutes typically ranging from southern Oregon to parts of northwest Nevada. These Paiutes had early contact with fur traders as early as the 1820’s and from then on they were faced with many nonnative interactions on their land like gold and silver strikes in the 1850s or interactions with settlers from the Oregon and California trails until they were placed on reservations in 1859. Next the Owens Valley Paiutes were discussed. They originally controlled the Owens River Valley, which was a fertile and well-watered region. Historically it said that the Owens Valley Paiutes were able to keep control of their land despite settlers due to their military alliances, until around the 1930’s when the city of Los Angeles bought most of the Valley for its water rights. Lastly the Southern Paiutes, is comprised of about 16 semi nomadic, culturally diverse tribes. There is a lot of information about this region and about the Paiute people. The thing that caught my eye most was the information about the Northern Paiute reservation in the Lovelock Nevada, because that is where my grandma was born.


In *The Significance of the Frontier in American History*, Frederick Jackson Turner discusses the frontier and how it was formed, influenced, and shaped American History. Turner starts the essay discussing how the west started out as an isolated region which American ideology felt it was their duty to expand and connect the East to the

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73 Pritzker. P. 312.
74 Pritzker. P. 313.
75 Pritzker. P. 319.
76 Pritzker. P. 321.
West. This resulted in railroads and land grants encouraging people to go west. Turner also felt that the frontier decreased American dependency on the English. He wrote that the East was predominantly English and as America moved west it became more difficult for English supplies to be delivered straight to ports, so eventually the West became a new place to plant staple crops and other resources. Turner also discusses how during the rise of democracy under Jackson and Harrison caused the triumph of the frontier.

The frontier gradually advanced its individualism, democracy, and nationalism this had a strong effect on the East and the Old World. I feel like this reading has had a strong influence on the perspective of the West. The book says that Turner read this essay at the 1893 Chicago World’s Fair, and the information was not disputed for more than three decades, so I feel like the influence this must have had on scholars would be great.

Throughout the essay turner uses many quotes ranging from census to representatives from West Virginia. This reading was a really interesting reading that covered a lot about the Wests significance.


In Albert Hurtado’s The Proffered Paradigm: Finding the West in Time and Space revolves around the topic of how the West is defined and studied today. Hurtado

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78 Turner. P. 18.


80 Turner. P. 3.
brings up David Emmons’ work throughout the reading and addresses Emmons’ ideas while addressing his takes on the views. Although it seems he did not agree with the view Hurtado discusses Western geography and even culture was created and molded by industrial America, controlled by the east.\(^{81}\) He talks about how the use of Emmons’ sub regions were difficult to understand and define, he also goes into how Emmons paints the west as a big monoculture geography.\(^{82}\) Hurtado seemed to shut that idea down fast by discussing Anglo appropriating Hispanic culture and disputes the important role that Native Americans had in the west.\(^{83}\) This reading discusses how scholars have looked at and studied the West. It was enjoyable to read the opposing viewpoints because it provided altering interpretations of how the West really was. I would like to learn more about the impact the East really had on the West. I now also look forward to reading more about the forgotten parts of the West that seem to be over shadowed by “rip-snorting western adventures”.\(^{84}\)


The first part in *Empire, Nations, and Families* includes the introduction through the first three chapters. In the intro Hyde gives a brief explanation of how she laid out the book and what she intends to do. She then explains that most of people think of a large empty land filled with blood thirsty native Americans but she wants to explain how

\(^{82}\) Hurtado. P. 468.
\(^{83}\) Hurtado. P. 468.
\(^{84}\) Hurtado. P. 468.
diverse and advanced the west was. In order to do this Hyde choses to focus on four places, St. Louis, the Great Lakes, Santa Fe and the Arkansas River, and the Pacific Coast to demonstrate the complexity of the fur trade and the interactions with native people.\(^{85}\) Hyde then explains that she uses narratives to build a larger story about the west, this will allow the reader to reflect on how people of the time actually experienced life.\(^{86}\) The first chapter then follows the lives and legacies of the Chouteau’s and the Sublette’s/Wilsons and their trans-Mississippi west ward business legacies. Hyde starts the first part of the chapter following the Chouteau’s, who used their connections with the local Osages to build a trading empire in St. Louis.\(^{87}\) The second chapter discusses the Hereford/Wilson legacy. Hyde introduces Margaret Hereford and how she married Benjamin David Wilson in 1853 linking a world of trade, fur and a rout that linked St. Louis and Los Angeles.\(^{88}\) The second chapter covers the life of the Mcloughlin’s and their involvement in the fur trade. Hyde describes the Mcloughlin as the first white pioneer and the founder of Oregon but reveals due to interracial mixing his wife and many children were left out of popular history, and statues.\(^{89}\) Hyde also discusses the involvement of the Mcloughlin’s with the Hudson Bay trading company. The third and final chapter of the first part follows the geographic regions of the Arkansas River, norther California, and eastern Texas and how although trade and colonization occurred rapidly the distinctive communities of the regions managed to hold onto the power of the regions. Hyde explains that as French, Spanish, and Mexican control shifted a lot during the nineteenth

\(^{86}\) Hyde. P. 15.
\(^{87}\) Hyde. P.36.
\(^{88}\) Hyde. P. 56.
\(^{89}\) Hyde p. 143.
century Native power could come in and expand.\textsuperscript{90} William Bent could use his familial relationship with the Cheyenne to construct a fort in Colorado and survive in the West. This first part of the book enhanced my understanding of how biographies of people can be used to depict what life was like during the fur trade. It was interesting to see how certain families came to power and how they all interacted with each other during the same time even though they would be across the country from each other.


The second part of *Empires, Nations, and Families* goes over the impact and interactions Native Americans had during the fur trade with the British, Spanish, Mexican, and United States. Chapter four follows tribes in Missouri, Mississippi, and Arkansas and their involvement with the fur trade, removal, and the Indian War.\textsuperscript{91} Early in the chapter Hyde states that the Indian Problem was the main sole reasons for all the wars, removals, and decisions made. The Indian problem, as Hyde said, was that Indians lived and prospered on the land that Euro-Americans wanted themselves.\textsuperscript{92} Chapter 5 illustrates the experiences and power surges of the Comanche’s and Californian nations. This chapter also looks more at racial meanings and the reshaping’s of racial and ethnic identities.\textsuperscript{93} One of the things that stood out to me in the chapter was the impact treaties had in the

\textsuperscript{90} Hyde. P. 152.
\textsuperscript{92} Hyde. P. 235.
\textsuperscript{93} Hyde. P. 23.
west, which often made things even worse. Hyde said this was because treaties of the nineteenth century often made commitments that no one could uphold, and a lot of them were made without acknowledging other earlier agreements. After reading this part in the book I did walk away with a couple of questions. In chapter four Hyde describes Native American views on race as powerful progressive bend compared to Anglo-American views, what were some of their progressive racial views? Another thing I want to know more about deals with trading. There is always some tribe or people who control the trade of certain areas, what does that entail? Like how do you control trade, what comes with that responsibility? Other than that, these readings were just as fun and interesting as the previous part.


The third and final part in Hyde’s *Empires, Nations and Families* focuses on the long and complicated process of U.S. conquest in the West and how it changed up ideologies and economics in a major way. Chapter 6 looks at the formation of the Mormons and the impacts that they had on the American west as well as all the U.S. wars with Mexico. I found it funny how Hyde compared Mormons to Natives saying that they “took great pleasure in refusing to do things the American way.” As things changed and after the US war with Mexico left people crippled many including all four families discussed earlier, McLoughlin, Vallejo, Wilson, and Bent who all ended up losing because of their...

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94 Hyde. P. 295.
decisions. Chapter 7 looks at the impacts of the war with Mexico. Hyde makes this area of time from 1848 to 1860 in the new west as chaotic saying that the region endured constant and expensive battles between Anglos and Natives. Finally Chapter 8 looks towards the future of the West. This chapter summarizes and illustrates the expansion of the west and the movement of people to the west, solidifying America as a nation of squatters. It was interesting to read about the impacts that western expansion had on the land and the people. One thing that I have a question about is how were the Mormons treated by Anglo-Americans? Were they accepted because they were white or where they not liked because of all the trouble they caused and their attitudes towards the American ways?


In Blue Tattoo Olive Oatman’s journey begins in 1850 when the whole Oatman family left Illinois for America by 1851, however Margot Mifflin illustrates that they were stranded in southwest Arizona where only 3 out of 9 Oatmans survived a massacre. Olive and Mary Ann were taken by the Yavapais, whom they lived with for a year. It was said that the two picked up the language a little and settled into a routine of obeying the women and children, praying whenever they could and listening to stories of adventure by the campfire at night. Then they were traded to the Mohave where the girls lived

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96 Hyde. 407.
97 Hyde. P. 421.
98 Hyde. P. 475.
100 Miffin. P. 50.
and adapted into their culture. Once there Espaniole the *kohota*, festival chief, proclaimed to the tribe “Let everyone help raise them. If they are sick, tend to them”.101 After some time living among them Espaniole instructed them that it was time for them to become tattooed because they belonged to the tribe.102 After three years of captivity the two girls had officially become assimilated into the Mohave culture.103 Unfortunately in 1855 during a horribly bad harvest Olives sister Mary Ann passed away from what was thought to be caused by malnutrition.104 After this, thinking that she had no other family Olive considered herself a Mohave. After another while of living with the Mohave white society soon heard about a white woman living among them and then began the process of taking Olive away from the Mohave and putting her back into white society. She was taken to Fort Yuma by Topeka, Musk Melon, and a couple men a journey that was said to have lasted about 10 days.105 Once she arrived Olive was cleaned up and dressed into Anglo clothing, the only thing that still connected her to the Mohave tribe being her tattoos.106 Once in San Francisco she was told that her brother, Lorenzo, was alive and the two were publicly reunited.107 In Gassburg Oregon Olive then studied with Rachel Taylor who helped her to read and write again where she described Olive as “far ahead of the majority wimen [sic] of her age”108 Later along Olive gave lectures and was said to be an amazing speaker lecturing in places like New York, Ohio, and Illinois in 1859 alone.109 In

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101 Miffin. P. 65.
102 Miffin. P.78.
103 Miffin. P. 89.
104 Miffin. P. 97.
105 Miffin. P. 108.
106 Miffin. P. 111.
107 Miffin. P. 118.
108 Miffin. P. 128.
Miffin described her time with him in Michigan as “the happiest period in her life”.\(^{110}\) In 1873 the Fairchild’s adopted three week old Mary Elizabeth, where the family lived in a nice two story home with a pretty lawn.\(^{111}\)

Olive’s story reveals a lot about captivity, Indian white relations and gender dynamics. It almost seems that Mohave society and Anglo American society were almost complete opposites of each other. Comparing the captivity of the Mohave to her earlier captors, the Yavapias, it seems that captivity was different depending on different situations. The Yavapais were going through what seemed like a hard time of survival took the girls captive because they could have needed the extra help and treated the girls bad because they did not trust white people. The Mohaves on the other had seemed to be able to bring in the girls into their thriving civilization and had different outlooks on what to do with captives. Indian- White relation wise it seems that white society played the role of the Native Americans down a lot. This could be seen when Olive marginalizes Aespaneo’s actions, which saved her life, to an act of God.\(^{112}\) Gender dynamic wise it seems pretty obvious that the women in the Mohave had a lot more freedom than women of Anglo America.

I think that one of the major challenges when looking into Olive Oatman’s story is the fact that no one but Olive, her sister Mary Ann, and the Mohave actually knew what happened during their captivity there. Even then when reintroduced to American society Olives stories seemed to down play the roles of the Native Americans which was very important. In many of the primary sources I would believe that there would be an Anglo-

\(^{110}\) Miffin. P. 182.
\(^{111}\) Miffin. P. 185.
\(^{112}\) Miffin. P. 180.
centric perspective which would shift a bias to what really happened and how it is retold. Mifflin uses a lot of sources ranging from pictures to quotes from news articles about Olive to the words of Olive herself. Some advantages that come with these problems are that one can interpret Olives story how they want to as long as everything lines up and fits with the sources available.

HAHN, STEVEN. NATION WITHOUT BORDERS: the united states and its world in an age of civil wars 1830-1910. S.l.: PENGUIN BOOKS, 2017. Part 1, Pages 1 – 232 (232) Steven Hahn’s A Nation Without Borders attempts to illustrate the tensions and contradictions between Americas role as both a nation and empire starting off in the 1830’s and ending in 1910.113 The first chapter discusses the borderlands focusing a lot on the control of Texas. Hahn says that Texas was wanted by slave-owners, cotton growers, and political leaders while wanting to be its own republic.114 The second chapter takes a look at the slave market in Texas and the impact it would have on America. It also looked into the struggle that African Americans had even when they were in free states Hahn said, “fugitive slaves learned quickly that there was no clear dividing line between slavery and freedom in the United States”.115 The third chapter depicted a time after some of the panics and recessions and how these formed two main forms of thoughts about money. The Whigs in the Northeast wanted to advance market relations, grow domestic economy here in the US, and reform American character, while the Democrats in the rural south and urban north wanted to break commercial expansion and limit state powers

114 Hahn. P. 42.
115 Hahn. P.75.
while promoting expansion.\textsuperscript{116} The fourth chapter starts with the US looking at San Francisco then shifting it attention to the annexation of Texas and the Mexican American War, where the US walked away with most of Mexico’s northwest borders including California.\textsuperscript{117} One main idea in chapter five was the impact that the Dred Scott case had on slave owners. Because it ruled that a citizen of one state cannot be denied rights to his property (including slaves) if he moved to another state, which meant to slave owners that they could expand west with their slaves as property.\textsuperscript{118} The first part of the book ends with Virginia, North Carolina, Arkansas, and Tennessee severing their ties with the US as they join the union.\textsuperscript{119} This first part of the book did a really good job with the history of the American east coast and how they expanded west. We have been looking at the current American wests history and this book looks as the American west and its borders were formed.


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The second part of Hahn’s \textit{Nations Without Borders} discusses American history up to 1910. Following the last chapter \textit{Death of a Union} chapter seven is entitled \textit{Birth of a Nation}. This chapter discusses the factors that influenced the Civil War. One thing form the chapter that I found interesting was Lincoln’s Preliminary Emancipation Proclamation included no intent on freeing or arming slaves or freed people of African descent, at least

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\textsuperscript{116} Hahn. P. 113.
\textsuperscript{117} Hahn. P. 132
\textsuperscript{118} Hahn. P. 190.
\textsuperscript{119} Hahn. P. 230.
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not until it was a military necessity.\textsuperscript{120} Growing up I was taught that he always wanted to free the slaves but this new history really makes me question Lincoln, especially after he ordered the mass hanging of the Sioux people after the proclamation. The next chapter \textit{Defining a Nation State}, goes over some of the challenges that newly freed slaves faced as they transitioned from slave to “free”. One thing that stuck out to me was how the book depicts freed African Americans as building communities and fighting for their freedom, at the same time Native Americans were being sent to new things called reservations. This was so that they could leave their lands that white settlers desired and move to areas of land set aside for them by the government where they could eventually embrace the white way of life.\textsuperscript{121} Chapter 9, \textit{Capitalism}, discusses the impact that the banks and money had on the shaping of America. The shift from the US mainly producing consumer goods like clothes, boots, and shoes to capital goods like iron or steel had resulted in the jump of the American labor force.\textsuperscript{122} Part of chapter 10 discusses colonialism in the west. Hahn describes the governments discarding the treaty system of the long-framed relations with the native Americans so the railroads could be built, the US could exploit resources, and for the security of western settlers.\textsuperscript{123} This stood out as funny to me mainly because in class we have been learning about how the US has always made and destroyed treaties with Native Americans for their own gain, so this big revelation in this chapter want that surprising to me. \textit{Alternative Paths} is the title of chapter 11 and it discusses a lot about the labor force of the 1800’s and the formation of

\textsuperscript{121} Hahn. P. 280.
\textsuperscript{122} Hahn. P. 338.
\textsuperscript{123} Hahn. P. 377.
the Knights of Labor. Hahn describes a period of growth for the group during protests against big companies like railroads for wage cuts, eventually it spread from east to west involving thousands of workers.\textsuperscript{124} Finally chapter 12 looks at the reconstruction period. The part that stuck out to me was the racial reconstruction part of the chapter. This part of the chapter discusses topics like the use of rape, violence, and laws against interracial marriage to maintain their social order.\textsuperscript{125} This part the chapter directly relates to my capstone, because I discuss all these topics that the book does. It even makes me feel confident in my project now because I included the topics that another person found important. This book was a good source for Americas history and how they moved and colonized the west.

\textbf{SBS360}

Panich, Lee M. "Interpretive Issues and the California Missions." In Beyond The Site Report: Creating Interpretive Programs, 189-92.(4)

In Interpretive Issues and the California Missions Lee M. Panich looks at the way the mission period is presented to the general public at California missions. Panich specifically focuses on the missions in Santa Cruz and San Francisco. He uses the different ways these two missions provide information to the public. Panich uses archeology to somewhat a happy medium to put out information of the missions, where the focus is not all on the natives and the blame is not all on the mission systems, but all where stakeholders in the Missions history.\textsuperscript{126} Panich instists that most archeologists are able to write the history of the colonized, acknowledging that missions were primarily

\textsuperscript{124} Hahn. P. 413.
\textsuperscript{125} Hahn. P. 479.
\textsuperscript{126} Panich, Lee M. "Interpretive Issues and the California Missions." In Beyond The Site Report: Creating Interpretive Programs, 189-91.p. 191.
native populated, unlike historians who tend to write histories more about the colonizer. A lot that I got out of this reading is that there are different ways to provide and interpret things at the California Missions, and archeology helps give you the most nonbiased history when performed accurately.


In *Sifting the Evidence* Russell Skowrenek writes to show how through the mission years in Alta California many natives, specifically the Ohlone, could maintain aspects of their culture. He proved this topic by looking at and interpreting archeological, documentary, and ethnographic works because they tend to be less biased sources unlike other sources. One way they could observe this was through religion. Skowronek mentioned that even though Catholicism was a part of Ohlone lives, old congregation letters indicate that the Ohlone were still practicing “Paganism” or being “superstitious” from frustrated Franciscan priests. Another way they could tell that natives like the Ohlone maintained some of their culture was by looking at mission graves. Skowronek describe that the things uncovered from graves help to indicate not only economic status but respective patterns that maintained ethnic identity. This reading has helped demonstrate how archeological records and finding can interpret aspects of life during a time and place.

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127 Panich. P. 190-1.


129 Skowronek. P. 684.

130 Skowronek. P. 687.

In *Archaeologies of Persistence*, Lee M. Panich seeks provide a more integrated approach in studying the persistence of indigenous societies in North America. To do this Panich divides her arguments into the concepts of identity, practice, and context to show the importance of persistence in archeology. Panich first introduces and defines what she means by using the term persistence. She writes that persistence is a continuation of existence in the face of opposition, and that it works well in describing indigenous groups and how they maintained their identities despite the colonization of euro-American colonists and settlers. Panich then starts to discuss the concepts of identity, practice, and context. She says that identity is more constructed socially rather than essential traits. When talking about practice, Panich says that it helps archeologists interpret long term trends on more of a human scale. The final category was context. Panich said that by using the context of colonial entanglements within indigenous groups one can identify the changes and continuities of the colonial period. This reading really did show the importance of paying attention to identity, practice, and context when working on archeological stuff.

In *The Creation of a Carmeleno Identity*, Sarah Peelo looks into the marriages between the local indigenous tribe, Rumsen of the Mission San Carlos Borromeo del Rio Carmel and its effect on identity. More specifically Peelo investigates the changes in marriage practices as the tribes were colonized in order to look at the impact it had on the transformation in identity.\(^{136}\) Peelo first sets up that before colonization natives used marriage as an honor that provided economic, social, and political growth between native nations.\(^{137}\) Throughout the readings there are various graphs and charts that illustrate things like the marriage patterns of natives and how they changed over time. One finding that Peelo found was that as death rates started to overcome the birthrate these patterns of precolonial marriages began to change.\(^{138}\) It seemed that as time went on in the missions the population of Rumsen people kept falling and falling. It is not really surprising that these were the result, but looking at the charts and graphs and how they were interpreted really helped me understand the point a lot more.

**SBS363:**


In Towards Web History the three authors address how a lot of historical work is being shifted towards the digital world and how historians are adapting. They address how digitalization is effecting scientific communication. They use the work of Christian

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137 Peelo. P. 119.

138 Peelo. P. 134.
Schwarzenegger to address the fact that the World Wide Web (or WWW) does not have a linear structure. This makes archiving data and looking for important works even harder to find, ultimately putting the competence of researchers under consideration. Another point that was made was that while an original source may be uploaded to the WWW, it may become copied and updated and extended. They used Brugger’s ideas to say that because of this happening the “original” work will become obsolete and the source information will become increasingly hard to find if at all. This has helped me understand historical methods better because it has opened my eyes that the dangers of using the Internet for historical purposes. Although it may be easy to find a source one needs to be careful in using it because it may not be the actual original source or not even a real good one in the first place. Like the authors said “To make a long story short, the process of digitalization has already reached historiography. Although it creates many new problems to historical research there is also a lot of opportunities to make use of it.” I want to learn more about how use these new ways of research smart and effectively. I also want to know if there are specific websites, other than the library, that are good tools on finding good readings.


In Hegel and the Trinity, Peter Benson confronts a common misunderstanding of Hegel’s thoughts. He talks about Hegel and his works with three. Benson uses Hegel’s

140 Classen. P. 98.
141 Classen. P. 100.
Encyclopedia of the Philosophical Sciences and how they are organized in threes to help prove his point. In that Hegel set his volumes into Logic, Nature, and Spirit or everything to do with human life above all of those was the absolute knowledge\textsuperscript{142}. As each of these triads get their own triad it develops a pattern. This pattern can be compared to Hegel’s view of history, which is a pattern that was important to learn and grow from\textsuperscript{143}. Benson also goes on to look at Hegel and his relationship with the church and how that has effected his works. He talks about his unorthodox view of God and discusses the dogma of the trinity. Like Hegel’s work the trinity can be viewed top downwards starting at a totality and how it is divided into threes\textsuperscript{144}. The author uses others works, like Marx or Magee, to illustrate popular misconceptions of Hegel’s ideas. He also looks at religion and how it is similar to how Hegel sets up his works. This source has helped me to understand history better by teaching me that even popular opinions can be viewed in a different way, or they could even be wrong. As a historian it is important to consider others views on a subject but it is also important to understand and form your own opinion as well. I want to know more about how views and resources are constantly changing. This reading as well as the Towards Web History reading both illustrates changing views in historical methods and I want to know how one can adapt better to the changes.


\textsuperscript{143} Benson.

\textsuperscript{144} Benson.
In *The Historian’s Craft*, Marc Bloch writes about what it means to be a historian and the importance of history. Bloch first starts off giving the reader the history of history demonstrating the changes throughout time. Leading from stories of great men to looking at historical decisions and asking “why?” He then goes on to ask what is history and as historians how do we study it? In order to answer his vague questions, Bloch sets this book up giving tools that all historians should know. He addresses things like direct and indirect historical observations and how first hand information is passed down through history and it is never perfect. This plays a big part in the historian’s key goals when looking for the truth. Bloch Wrote “In this respect, the student of the present is scarcely any better off than the historian of the past.”\(^{145}\) Relating to the part of history that is never truly known. Bloch also writes about the critical method, and how historians should use this method to evaluate facts. The historian should also try to avoid fraud and forgery as it may cause misinterpretation of evidence. When looking at fraud and forgery Bloch suggests to ask why its there and what is the cause of the forgery. Bloch puts a big emphasis on trying to look at history without judgment. He wrote, ”Whenever judgment leans to one side we cannot help distorting and twisting the narrative in this direction”\(^{146}\). When a historian shows bias on a historical narrative it changes the historical story of a past event. Instead of judging history a historian should try to understand history. Bloch even compares understanding to a beacon of light in chapter four. This source has helped me understand Historical Method a lot better. It has given me insight on how to look at and read about history like a historian. Aside from the examples and lessons that Bloch


\(^{146}\) Bloch. P. 116.
This book has given me a lot of knowledge of how to be a better historian. Even though it was a hard read it gave me lots of new information to think about.


In The Landscape of History, John Lewis Gaddis addressed how some historians approach studying history. Throughout the book Gaddis addresses common mistakes and issues historians come across when studying history. As the chapters go on he starts off defining the study of history and how it is an important field to study. He compares it to science and says that they both deal with recognizing patterns and the realization of common occurrences separated by time. He then stresses importance of interpreting history. In the second chapter he suggests that historians are masters of historical narratives, where the past is the landscape and history is how we are able to represent it. Gaddis also stresses how specific variables are interconnected and are dependent on each other and historians are able to see those connections develop throughout the time.

By the end of the book Gaddis reinforces the fact that historians do not know for sure what happened in the past. Therefore he explains that historians must use counterfactuals to prove what they want to. He also stresses that because they do not know what actually happened in the past historians aim to prove the closest possible answer in the way they represent history. This source has helped me understand Historical Method a lot better. Gaddis gives many good explanations and examples of what good historians

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148 Gaddis. P. 33.
149 Gaddis. P. 53.
150 Gaddis. P. 100.
151 Gaddis. P. 105.
are supposed to do when looking at the past. In all it has given me more tools to become a better historian.


In *History: A Very Short Introduction* author John Arnold writes about how we as historians study and understand history. He does this by starting with historical stories and goes into explanation on how they are relevant to the process of studying history. I think that John Arnold’s intended audience would be scholarly people who are interested in studying history and how it has been done throughout time. I feel that Arnold’s main points are to illustrate the history of history and describe the various ways that people have studied history throughout time. He stressed the importance of studying history as well when he writes, “History is to society what a memory is to the individual”152. Arnold writes about the evolution of history as well and describes that in early times people stressed the history of important things like great men, the church, and government and how it has evolved from the focus of that into the focus of all aspects of human life ranging from peasants to the kings and high rulers153. He also points out some of the things to be careful of when studying history. The balancing between two poles of truth and storytelling is one thing that he lists, especially when looking at primary sources from the past. He then goes on to say that “None the less, we can perhaps still pick out some main themes as they relate to changes in history and the understanding of the past”154. Suggesting that a happy medium of understanding is necessary when looking at

153 Arnold. P. 33.
sources. Not only finding a happy medium is needed but proper interpretation is needed as well. Like when looking at John of Salisbury’s Polycraticus. Written as a model for royal government, John of Salisbury uses a body image for government putting kings at the head and peasants representing the feet this text provides historians with an insight to the mentality of medieval culture and its political structure instead of using it as a static image of the medieval times. This reading has really opened my eyes to the various things that historians do, besides reading a lot. I liked all the examples used to illustrate how a person studying history should look at sources and interpret them. I also liked how Arnold illustrated the changing mentalities of people throughout history in The killing of cats chapter, and how we should not bring our present day bias or mentality when reading about other cultures throughout times way of life. Overall I think this book has made it easier for me to study history and gave me basic tools to use when doing research.

SBS400


W.E.B Dubois is The Propaganda of History discusses how history is taught in today’s world in a way that excludes the African American Narrative. The chapter points out that when taught about the reconstruction American kids are taught that all blacks were: ignorant, lazy, dishonest and responsible for the poor government during the time. Du Bubois insists that because white historians have ascribed the faults and failures to the black race that students don’t understand the true impact that blacks had on

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155 Arnold. P. 103.
the time. He believed that history was being embellished in order to inflate the national ego, but no serious historian could believe in the fairy tale picturesque Southern slave civilization\(^{157}\). Another popular factor that influences the way history is being taught is how historians have a tendency to skip or skim over the bad or evil parts of history. Du Bois believed that because we tend to forget the evils of history we only identify perfect men and noble nations when really that’s far from American history\(^{158}\). This chapter illustrated another mechanism of white control that I find interesting. By controlling history education a whole major aspect of American history is left out of our narrative. This weakens the African American voice, because their roll in history has not been treated as important as whites rolls. While whites in this history take the roll of the civilized race who is meant to help the other lesser races, while the role of the uncivilized race is being given to African Americans\(^{159}\).


In the first couple of chapters of *Making Whiteness*, Grace Hale discusses history of America and excuses that whites used to justify their actions towards other races. Hale gives early historical analysis that Europeans justified taking Africans as slaves because they were pagans without nationality or culture, they were savages\(^{160}\). This kind of inferiority thought is focused as a major justification through out the next chapters. Hale discusses antebellum whiteness and how it was constructed as well. She said that southern whiteness was seen as ex confederates versus the ex slaves and the white south

\(^{157}\) Du bois. P. 715
\(^{158}\) Dubois. P. 722.
\(^{159}\) Dubois. P. 719.
versus the rest of the nation. Hale also discussed the ways whites would react to blacks as laws and things changed. She believes that “Whites created the culture of segregation in large part to counter black success, to make a myth of absolute racial difference, to stop the rising”162. As segregation culture went on whites continued to exclude factors what being white meant. Hale wrote, “if whites see racial identity as the count of African American exclusion, African Americans would view their racial identities as the source of their communion and strength”163. As being black during the time was looked upon as bad to white eyes blacks found empowerment in their skin color and their culture. Hale discussed the Plessey v Ferguson case too, saying that separate but equal facilities was okay because racial differences lay outside the law. Because Plessey was both black and white he could not be both thus creating the double self164. This helps me understand my capstone topic because it allows me to view whiteness and how it was able to practice unjust things like segregation and be able to justify it. Also as Hale said, History was the first battlefield in the creation of modern southern whiteness, and it provided back up and grounding for the culture of segregation165.


In the chapter Women Power and Revolution, Kathleen Cleaver addresses her role and the role of black women in the Black Panther party. She explained that she joined because it was a place where a young black women of the 1950’s find a place to take

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162 Hale. P. 21.
163 Hale. P. 22.
164 Hale. P. 23.
165 Hale. P. 49.
action towards repressive social conditions that aimed to bring a progressive change\textsuperscript{166}. Cleaver describes that her and the others that joined gained a lot of education and began to understand the world around them as they fought for the advancement of their people\textsuperscript{167}. She then goes onto discuss the gendered outlook of the Black Panthers. It was stressed that the role of women was just as important within the party. This has helped me understand the topic of my capstone because it helped give me an outlook at some of the effects that happened as a result of systemic white power. This was illustrated even more when Cleaver wrote, “you cannot segregate out one aspect of our reality and expect to get a clear picture of what this struggle is about”\textsuperscript{168}.

402/405


In \textit{Structured Ignorance and Organized Racism in the United states}, McVeigh’s goal is to identify structural conditions that facilitate racist conditions. He uses the structured ignorance theory to propel his research. McVeigh starts out his reading by organizing the white supremacy movement into four main sections, the KKK, Neo-Nazi organizations, skinheads, and adherents of Christian Identity Theology\textsuperscript{169}. He also states that although they are different organizations they all believe that whites are victims of racial discrimination, that they are losing ground to other racial groups, and some

\begin{itemize}
  \item \textsuperscript{167} Cleaver. P. 124.
  \item \textsuperscript{168} Cleaver. P. 126.
\end{itemize}
extreme measures are required to reverse this trend. It is really interesting how they view racial equality as a trend. McVeigh then goes into Structured ignorance. He explains that in order to understand actions of individuals in these types of groups one must acknowledge that said individuals make actions based on the limited information unevenly distributed throughout the social structure. I feel like the author was trying to explain that based on the different social interactions that an individual partakes in promote different interpretations of the world, which effects the access of information a person gets. He then goes through and explains factors that promote the formation of white supremist groups. Some of the factors being, industrial Heterogenity, income inequality, changes in economic structure, and educational inequality. This was a good reading for my capstone proposal. I gave lots of good insight into the formation of white supremist groups and their common beliefs.


In *Racist America* Joe Feagin discusses systemic racism and uses this chapter as the ground work for the rest of the book. He starts by stating that he believes that racism in America is centuries long, institutionalized, and systemic. This helps me because that is what I am trying to prove in my capstone project. He then goes onto indicate that systemic racism includes different forms of racial practices, unjustly gained political and economic power of whites, continuing inequality of resources, and the blatantly racist

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170 McVeigh. P. 898.
171 McVeigh. P. 905.
172 McVeigh. P. 906.
actions and beliefs that are used to preserve white power and advantages.\textsuperscript{174} One of the ways Feagin makes his points throughout the chapter and the book is by following fourteen generations of both black and white families. By doing this he wants to illustrate how whites benefit from the opportunities, wealth, and privileges all stemming back from the exploitation and oppression of other races, specifically Black Americans.\textsuperscript{175} This can serve as a timeline throughout generations which makes it easy to trace how white privilege has evolved throughout American history. Feagin also goes into some ways systemic racism operates in society. He insists that “dehumanization is systemic racisms psychological dynamic, and racialized roles are its social masks.”\textsuperscript{176} When saying this he then assures that systemic racism is not just about the creation of social images, and identities, but its core is the creation, development, and maintenance of white privilege, wealth, and political power that has been preserved throughout history.\textsuperscript{177} Finally Feagin wants it to be clear that although the 1960’s provided many advancements for African Americans, like desegregation laws were overlooked or ignored by whites because the oppression of African Americans still persisted. This, says Feagin, is because “A critical aspect of systemic racism is a racist ideology that defends whites’ group position”.\textsuperscript{178} This chapter has a lot of good definitions and examples of how systemic white control has evaded racial equality. Another chapter is entitled Slavery Unwilling to Die, and it address how systemic racism was developed from slavery. Feagin addresses how sexuality and rape was used during slavery to cement the power of white men over Black

\textsuperscript{174} Feagin. P. 16.
\textsuperscript{175} Feagin. P. 19.
\textsuperscript{176} Feagin. P. 20.
\textsuperscript{177} Feagin. P. 21.
\textsuperscript{178} Feagin. P. 33.
women, while portraying Black men as rapists of white womanhood.\textsuperscript{179} This goes back to illustrate Feagins earlier claim that dehumanization and radical roles are used to mask white privilege. He then even goes into explain from this point on this sexual thread has weaved itself into current racism. After slavery was abolished Hyde discusses the ways whites could legally deny rights and discriminate against other races. One factor that Feagen emphasized was the numerous acts of white terrorism, both documented and undocumented, brought an end to the brief progressive reconstruction, resulting in the destroyed hope for political and economic equality for Black Americans.\textsuperscript{180} Feagin also addressed how laws and rulings like Black Codes and the Plessy v Ferguson case to re-enslave/discriminate against Black Americans. Feagin counts for 3513 lynching’s (76 of which were women) to have taken place between 1882 and 1927, and emphasized that there was way more that went undocumented.\textsuperscript{181} The third chapter was called Racist Ideology as a Social Force and it observes the reproduction of systemic from generation to generation.\textsuperscript{182} Feagin starts the chapter by explaining that whiteness was created in opposition of blackness. Where Black Americans were considered lazy, ignorant, and criminal, whites would be their foil, industrious, knowledgeable, and virtuous.\textsuperscript{183} Feagin then goes into how this mentality led to legal actions, discussing laws like the 3/5\textsuperscript{th}s laws and the 1790 naturalization laws being the first to add whiteness as an official category.\textsuperscript{184} Then it was discussed how many white people in charge started looking up to popular European ideas of the eighteenth and nineteenth centuries that were often just as anti-
Black as white America was. Most of these ideas dealt with scientific racism studies done by people like Linnaeus and Blumenbach. Then Feagin goes into today’s cultural racism. Feagin said this is the view that Blacks have not done economically or socially well because of their weak work and ethic and family values. This reminds me of excuses that people use today to explain the inequality gap of races. I think I can properly utilize this reading and more chapters from this book to help with my capstone project.


In *Anti-Miscegenation Laws and the Fourteenth Amendment* Alfred Avins discusses how Anti-Miscegenation laws, which prohibited interracial marriages, related and were a central theme in the formation of the Fourteenth amendment, which granted citizenship and equal protections laws to black men. One of the main themes that became evident in the reading was the fear that newly free Black citizens will want to marry whites which was illegal in a lot of states. Avins even illustrates how Anti-Miscegenation laws motivated other potential laws and regulations. This was illustrated when Senator Reverdy Johnson from Maryland argued that because many agreed that the marriages of white women and Black men was so undesirable they shouldn’t even have to sit near each other on streetcars. Avins even uses a quote from Senator Thomas A. Hendricks from Indiana, who was defending the notion that making interracial marriages was against civil rights. His notion was that these laws forbid white men and women from

\[185 \text{ Feagin. P. 81.}
186 \text{ Feagin. P. 95}
marrying black men and women just as much as it did the other way around, and because the laws forbid marriages both ways it was not interfering with civil rights. This reading illustrated how anti miscegenation laws were entangled within debates of civil rights. Very strange to read some of the quotes that Avins provided just because of the perspective of the time is so different than today’s views on interracial marriages.


In *White Racism* Feagin, Vera, and Batur go over white racism in history and how it is still carried out today. To illustrate this, the author use case studies to illustrate how White Racism is/was embedded in society and practiced. The authors first set out to define what white racism is, they agree that “White racism can be viewed as the socially organized set of practices, attitudes, and ideas that deny African Americans and other people of color the privileges, dignity, opportunities, freedoms and rewards that this nation offers to white Americans”.

They also point out that most racialized actions do not come from a place of pure racial hatred, but from fear, ignorance, and jealousy that often times propels whites to participate in racialized actions. One of the case studies examined in the book is The Dubuque Case. This city in Iowa decided to try to attract black families to improve diversity in 1991. This was met with aggressive white responses like cross burnings. Aggressive attacks like cross burnings and lynching’s meant different things to different people. The authors use white southerner Lillian

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188 Avins. P. 1232.
190 Feagin, Vera, and Batur. P. 4.
191 Feagin, Vera, and Batur. P. 37.
Smith’s quote from the era of segregation saying that “for we [whites] used those lynching’s as a symbolic rite to keep alive in men’s minds the idea of white supremacy, and we set up a system of avoidance rites that destroyed not bodies but the spirit of men”. 192 This gives me an insight on why whites felt like they needed to do these horrific actions to people, because in a way it was to just show them whose boss. Burning crosses also carried different meanings to different races/people. The authors wrote that to whites it signaled the fear of losing rights and jobs, where to Blacks it signaled the fear of losing their lives. 193 Another case study that the authors dissected was the Carol Stuart Murder in Boston. They explained that pregnant Carol Stewart was fatally shot in the head and her husband, Charles Stewart, was shot. Charles Stewart blamed a black man for the shooting, helping solidify the image of the black man as dangerous. 194 As time went on however it was said that Stewarts lies became more and more apparent that he had killed his wife, especially when he brother had come forward saying that he helped plan it. Even though it became clear that Stewart had killed his wife it was said that US Attorney Wayne a Budd had information, obtained by pressuring witnesses to provide false statements, that would convict Bennett a Black man of the murder. 195 This illustrates how white assumptions about racial characteristics of crime could be the base for legal cases and arguments. 196 Criminologist Katherine Russell’s opinion and findings were cited about the topic of white on black criminal hoaxes. Her work showed that there were 67 similar hoaxes between 1987-1996 where whites allege assault, rape, or murder by

192 Feagin, Vera, and Batur. P. 21.
193 Feagin, Vera, and Batur. P. 38.
194 Feagin, Vera, and Batur. P. 91.
195 Feagin, Vera, and Batur. P. 94.
196 Feagin, Vera, and Batur. P. 94.
black people, and these hoaxes are so successful that it indicates society’s eagerness to accept the image of Black Americans as criminals.\footnote{Feagin, Vera, Batur. P. 99.} This book helps illustrate the legal inequality between races and it provides specific examples of how it was done. I plan to use this in many areas of my capstone and I am excited that it has given me new examples and perspectives to draw from.


In *The Lynching of Emmett Till*, Christopher Metress creates a narrative of the Emmett Till lynching and case. Metress starts by giving a brief description of what happened to Till. He said that J. W. Milam and Roy Bryant abducted, tortured and killed Emmett Till, an African American teenager, because he “wolf-whistled” at a white woman in 1955. Milam and Bryant were found not guilty, which demonstrated the lack of racial progress of the South of the time.\footnote{Feagin, Vera, Batur. P. 99.} Metress uses lots of interviews and actual court dialogues, including the questioning of Mamie Bradley and Mose Wright (Till’s mother and uncle) in this book. Metress also describes how after about an hour of deliberating an all white jury, composed of mostly cotton country farmers, found Bryant and Milam not guilty.\footnote{Metress. P 105.}

Then to show the importance of this trial the second half of the book is dedicated to the post trial reactions, memoirs, and assessments. This section is filled with letters, papers and even interviews from people and organizations like the American Jewish Committee, the Cleveland Call and Post, and the Baltimore Afro-American, which demonstrates the wide scope of influence this till case had. there is even a letter from Eleanor Roosevelt proclaiming her disappointment writing that the jurors “will find their consciences...
troubled” and “if justice in the United States is only for the white man and not for the colored, we will have again played into the hands of the Communists and strengthened their propaganda”. This book provided me with a lot of information and facts. It also serves as a good place for primary sources with all the articles, interviews, and photographs provided. Overall I think it will be a good addition to the legal rulings section in my capstone.


The Civil Rights in the United States book is a large book that goes over many topics and historical events. One of the events that Martin and Sullivan described was the Brown v. Board of Education case. This 1954 supreme court decision struck down the widespread segregation of the Souths early schools. Thurgood Marshall used the Brown case, which consisted of five separate cases from all over America, to attack the southern practice of paying Black teachers less than white ones and that segregation should mean separate but truly equal facilities especially in school. Over all the Supreme Court found that the separate but equal doctrine had no place in public education and that states were to desegregate schools with all deliberate speed. Although states were supposed to desegregate schools and many of the boarder states did rapidly, the south decided to take the phrase “with all deliberate speed” literally to justify their long process of desegregation and did not end up fully desegregated until the mid-1960’s according to the

200 Metress. P. 137.
Another court case that was discussed in the book was Dred Scott V Stanford. Dred Scott had been a freed slave because his master, Dr. John Emerson, had taken him to Illinois, a free state. After that in 1852 the Missouri Supreme Court overturned Scotts freedom because “the northern hostility towards slavery, Missouri would no longer respect the law of the free states, which ended bondage for slaves taken into their jurisdiction” and they were overcome by a “dark and fell spirit… whose inevitable consequence must be the overthrow and destruction of our government”.205 After becoming a slave to John Sanford, Scott decided to take his case to the superior court because he felt like he was a citizen of Missouri and was able to sue Sanford who was a white citizen of New York. Sanord did not think Scott was able to sue because “Dred Scott, is not a citizen of the State of Missouri, as alleged in his declaration, because he is a negro of African blood, and were brought into this country and sold as negro slaves”.206 Although Scott was able to still sue in the Supreme Court, his rights were ulitmatly denied by Chief Justice Roger B Taney because slavery had special constitutional protection because of the special needs of that property and its owners.207 One useful thing about this section of the book was that the authors provided some of Taney’s reasoning behind his proslavery rulings and attitudes. They included a letter from him saying

“The question is simply this: Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence be the Constitution of the United States, and as such become

204 Martin, Sullivan. P. 98.
207 Martin, Sullivan. P. 234.
entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen.” He even goes on to write that African Americans “are not included, and were not intended to be included under the word “citizens” in the constitution and can therefore claim none of the rights and privileges which the instrument provides and secures to citizens of the United States. On the Contrary, they were at the time [1787-1788] considered as a subordinate and inferior class of beings who had been subjected by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and Government might choose to grant them.\(^{208}\)

I feel like this is a great quotation that I can utilize in my capstone because it provides a popular mindset of the mid 1850’s and the clearly racist ruling excuse. These beliefs of whites in power that African Americans were inferior fueled the strive for inequality and this quotation from one of America’s Chief Justices demonstrates exactly why inequality has been a strong staple in America.

\(^{208}\) Martic, Sullivan. P. 234.