

What's White? Time Line

Annotated Reference List

Early 1600s

Approximately 50 wealthy Englishmen acquired financial interests in the Virginia Company of London. This included large amounts of land in the new colony known as Virginia. This included the right for them to govern this colony

Allen, T. W. (1997). *The invention of the White Race volume 2: The origin of racial oppression in Anglo-America*. New York: Verso.

Allen, T. W. (1994). *The invention of the White race volume 1: Racial oppression and social control*. New York: Verso.

Martinas, S. (1998). Shinin' the lite on White privilege. Retrieved on January 5, 2009, from <http://www.prisonactivist.org/archive/cws/sharon.html>.

Mid 1600s

The total number of working servants in the new American colonies, which includes both English and African, outnumbered the "gentleman" by as much as 100 to 1

Allen, T. W. (1997). *The invention of the White Race volume 2: The origin of racial oppression in Anglo-America*. New York: Verso.

Allen, T. W. (1994). *The invention of the White race volume 1: Racial oppression and social control*. New York: Verso.

Lipsitz, G. (2006). *The possessive investment in Whiteness: How White people profit from identity politics*. Philadelphia, PA: Temple University Press.

Lipsitz, G. (1995). The possessive investment in Whiteness: Racialized social democracy and the "White" problem in American studies. *American Quarterly*, 47 (3), 369-387.

Martinas, S. (1998). Shinin' the lite on White privilege. Retrieved on January 5, 2009, from <http://www.prisonactivist.org/archive/cws/sharon.html>.

Mid 1600s

In Virginia there are at least 10 documented servant revolts, the most famous of which is Bacon's Rebellion

Martinez, E. (1998). What is White supremacy? Retrieved on January 5, 2009, from <http://www.prisonactivist.org/articles/what-white-supremacy-elizabeth-martinez-copyright-elizabeth-martinez-february-1998-workshop>.

Takaki, R. T. (2004). *A different mirror: A history of multicultural America*. New York: Back Bay Books.

1676

Bacon's Rebellion – Both English & African servants, in addition to farmers and free workers, rose up to demand land and pay for their labors. Jamestown was burned to the ground during their revolution.

Martinez, E. (1998). What is White supremacy? Retrieved on January 5, 2009, from <http://www.prisonactivist.org/articles/what-white-supremacy-elizabeth-martinez-copyright-elizabeth-martinez-february-1998-workshop>.

Morgan, E.S. (1972). Slavery and freedom: The American paradox. *The Journal of American History*, 59 (1), 5-29. Retrieved on August 24, 2009, from <http://www.jstor.org/stable/pdfplus/1888384.pdf>

“At the time of Bacon's Rebellion the English commission of investigation had shown more sympathy with the rebels than with the well-to-do planters who had engrossed Virginia's lands. To have attempted the enslavement of English-born laborers would have caused more disorder than it cured. But to keep as slaves black men who arrived in that condition was possible and apparently regarded as plain common sense” (Morgan, 1972, p. 25).

Vaughn, A. T. (1989). The origins debate: Slavery and racism in seventeenth-century Virginia. *The Virginia Magazine of History and Biography*, 97 (3), 311-354.

“After the large planters crushed the rebellion, they tightened restrictions on blacks and conscripted lower-class whites to control the growing slave population. Thus separated into white and black elements, the proletariat lost its clout. Lower-class whites found some solace in being legally and (in the eyes of white society) socially superior to the blacks” (Vaughn, 1989, p. 336)

“...racism taking hold late in the seventeenth century among lower-class whites who had earlier been sufficiently unbiased against blacks to join them in matrimony, resistance, and rebellion. Racism was an elitist strategy” (Vaughn, 1989, p. 336).

“These historians imply that neither class arrived with much bias; after mid-century, however, the need of the planters to justify their increased subjugation of blacks and to drive a wedge between the potential alliance (in Bacon's Rebellion, some argue, the actual alliance) of poor whites and blacks engendered a racist rationalization” (Vaughn, 1989, p. 347).

1830

The Indian Removal Act

Jackson, A. (1830, December 6). Second annual message to Congress. Presented at the

- United States Congress, Washington D.C. Retrieved on February 8, 2009, from <http://memory.loc.gov/cgi-bin/ampage?collId=llrd&fileName=010/llrd010.db&recNum=431>.
- Langer, C. L. (2005). The effect of selected macro forces on the contemporary social construction of American Indian ethnic identity. *Journal of Health & Social Policy*, 20 (2), 15-32.
- “The Indian Removal Act of 1830 forced many indigenous people, particularly those of the eastern and southern United States, such as the Creek, Cherokee, and Seminole, from their native lands. This Act, sometimes referred to as perhaps the most devastating single action taken by the federal government in destroying Indian cultures and societies” (Langer, 2005, p. 19).
- Library of Congress. (1830). An Act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the Mississippi. Retrieved on January 5, 2009, from <http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=004/llsl004.db&recNum=458>.
- Lipsitz, G. (2006). *The possessive investment in Whiteness: How White people profit from identity politics*. Philadelphia, PA: Temple University Press.
- Lipsitz, G. (1995). The possessive investment in Whiteness: Racialized social democracy and the “White” problem in American studies. *American Quarterly*, 47 (3), 369-387.
- Martinez, E. (1998). What is White supremacy? Retrieved on January 5, 2009, from <http://www.prisonactivist.org/articles/what-white-supremacy-elizabeth-martinez-copyright-elizabeth-martinez-february-1998-workshop>.
- Sturgis, A. H. (2006). *The Trail of Tears and Indian removal*. Santa Barbara, CA: Greenwood Press.
- Transnational Racial Justice Initiative. (2001). The persistence of White privilege and institutional racism in US policy. Retrieved on January 5, 2009, from http://www.thepraxisproject.org/tools/White_Privilege.pdf.

1848

The Treaty of Guadalupe Hidalgo

- Castillo, R. G. (1992). *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*. Tulsa, OK: University of Oklahoma Press.
- Library of Congress. (1848, February 2). Treaty of peace, friendship, limits, and settlement with the Republic of Mexico. Retrieved on January 15, 2009, from <http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=009/llsl009.db&recNum=975>.
- Takaki, R. (2000). *Iron cages: Race and culture in 19th-century America*. New York: Oxford University Press.
- “What emerged after the Mexican-American war was the integration of the Southwest into the American economy and the development of a caste/class structure of social relations” (Takaki, 2000, p. 162).

Douglas, S. A. & Lincoln, A. (1912). *The political debates between Abraham Lincoln and Stephen A. Douglas in the Senatorial campaign of 1858 in Illinois together with certain preceding speeches of each at Chicago, Springfield, Part I and II*. New York: G. P. Putnam's Sons. Retrieved on February 8, 2009, from <http://books.google.com/books?id=JBpCAAAIAAJ&printsec=frontcover&dq=The+Political+Debates+Between+Abraham+Lincoln+and+Stephen>.

July, 1858 in Chicago, IL: “Let us discard all this quibbling about this man and the other man, this race and that race and the other race being inferior, and therefore they must be placed in an inferior position. Let us discard all these things, and unite as one people throughout this land, until we shall once more stand up declaring that all men are created equal.”

- Quote on page 65 of the Douglas & Lincoln (1912)
- Also look at Stephen A. Douglas' response on page 102 and 181

September, 1858 in Charleston, IL: “I will say, then, that I am not, nor ever have been, in favor of bringing about in anyway the social and political equality of the white and black races; that I am not, nor ever have been, in favor of making voters or jurors of negroes, nor of qualifying them to hold office, nor to intermarry with white people... And inasmuch as they cannot so live, while they do remain together there must be the position of superior and inferior, and I as much as any other man am in favor of having the superior position assigned to the white race.”

- Quote on page 2 of the Douglas & Lincoln (1912) source to follow
- There is another quote of interest from Lincoln given in a speech in October 1858. Since Steven A. Douglas had been exposing Lincolns conflicting viewpoints, Lincoln retorted,
 - “I am guilty of a species of double dealing with the public; that I make speeches of a certain sort in the north, among the Abolitionists, which I would not make in the south, and that I make speeches of a certain sort in the south which I would not make in the north. I apprehend, in the course I have marked out for myself, that I shall not have to dwell at very great length upon this subject.”
 - Quote on page 155 of the Douglas & Lincoln (1912) source to follow

The first two quotes also appear on page 188 in:

Zinn, H. (2003). *A people's history of the United States*. New York, NY: HarperCollins Books Publishers.

1924

The Johnson-Reed Act

- Blumenfeld, W. J., Joshi, K. Y. & Fairchild, E. E. (2009). *Investigating Christian privilege and religious oppression in the United States*. Rotterdam, Netherlands: Sense Publishing.
- Brigham, C. (1923). *A study of American intelligence*. Princeton, NJ: Princeton University Press.
- Martin, J. N. & Davis, O. I. (2001). Conceptual foundations for teaching about whiteness in intercultural communication courses. *Communication Education*, 50, 298-313.
- Vera, H., Feagin, J.R., & Gordon, A. (1995). Superior intellect? Sincere fictions of the white self. *Journal of Negro Education*, 64, 295-306.

1924

Pop Quiz: What group in 1924 was finally granted U.S citizenship?

- Hale, L. (2002). *Native American education: A reference handbook*. Santa Barbara, CA: ABC-CLIO, Inc.

1942

President Roosevelt signed Executive Order 9066

- Brooks, R. (1999). *When sorry isn't enough: The controversy over apologies and reparations for human injustice*. New York: NYU Press.
- Quote: "Japanese Americans were interned en masse without due process as a consequence of racial prejudice, whereas Italian and German Americans received individual due process hearings" (p. 162).
- Days of Waiting – a video documentary by Steven Okazaki. (1990).
http://www.amdoc.org/projects/truelives/pg_daysofwaiting.html
- Finkelman, P. (2006). *Encyclopedia of American civil liberties (Volume 1)*. New York: Routledge.
- “...evidence came out that middle-ranking officials in both the War Department and Solicitor General’s Office knew that Japanese Americans posed no threat to American security, and that no proof of any sort had ever been found that they were involved in either espionage or sabotage. They deliberately withheld this information...from the Supreme Court” (Finkelman, 2006, p. 134).
- “An executive order signed by President Franklin Roosevelt gave the military power to designate military zones ‘from which any and all persons’ might be excluded. General John DeWitt carried the order out on the West Coast. When queried why Italian and German aliens were not included, he replied ‘a Jap is a Jap,’ and this was ‘a war of the white race against the yellow race’” (Finkelman, 2006, p. 518).
- “Although notorious for his lack of sensitivity to civil liberties or the

rights of minorities, Hoover opposed Japanese internment on the grounds that the FBI had already arrested or neutralized any potential Japanese saboteurs or spies. Thus, Hoover felt that the relocation and internment camps were unnecessary” (Finkelman, 2006, p. 775).

Ford, G. R. (1976, February 19). Proclamation 4417: Confirming the termination of the Executive Order authorizing Japanese-American internment during World War II. Retrieved on April 5, 2009, from

<http://www.fordlibrarymuseum.gov/library/speeches/760111p.htm>.

- <http://www.ford.utexas.edu/library/speeches/proc4417.jpg>

Instructional posters for Japanese internment:

- <http://www.sfmuseum.org/hist9/evacorder.html>
- http://www.english.illinois.edu/maps/poets/g_l/haiku/order.jpg
- http://ipr.ues.gseis.ucla.edu/images/Evacuation_Poster.pdf
- <http://www.loc.gov/exhibits/wcf/images/wcf093.jpg>
- Other media
 - o <http://upload.wikimedia.org/wikipedia/en/e/e2/JapaneseRelocationNewspapers1942.gif>
 - o <http://www.archives.gov/education/lessons/japanese-relocation/images/order-posting.gif>
 - o Waiting to be relocated
 - <http://www.archives.gov/education/lessons/japanese-relocation/images/waiting-evacuation.gif>
 - <http://www.archives.gov/education/lessons/japanese-relocation/images/civil-control-station.gif>
 - <http://www.archives.gov/education/lessons/japanese-relocation/images/sorting-baggage.gif>
 - <http://www.archives.gov/education/lessons/japanese-relocation/images/barracks.gif>

Japanese American Relocation Digital Archives –

<http://www.calisphere.universityofcalifornia.edu/jarda/>

Kunioka, T. T. & McCurdy, K. M. (2006). Relocation and internment: Civil rights lessons from World War II. *Political Science & Politics*, 39 (3), 503-511.

Lege R. P. (2008). Interned minds: Issues of historical interpretation in Michelle Malkin's *In Defense of Internment*. Retrieved on April 5, 2009, from

<http://japanesestudies.org.uk/discussionpapers/2008/Lege.html#n7>

“Explaining how the policy worked in the historical context remains awkward for Malkin, who insisted that the "statistics" showed the policy had nothing to do with race. According to her thesis, because German and Italian aliens were also interned this in turn proves that the policy had no racial overtones. Malkin concluded that because little attention was accorded to the question of the German and Italian camps, this represented dishonesty on the part of those who sought reparations and therefore this dilutes objectivity in assessing the present day need for racial profiling. The paucity of scholarly research devoted to the tragedy of the 20-30,000

- Germans and Italians "detained" under the Alien Enemies Act does not warrant this conclusion" (Lege, 2008, internet source, no page number).
- Ng, W. (2001). *Japanese American internment during World War II: A history and reference guide*. Santa Barbara, CA: Greenwood Press
- Renteln, A. (1995). A psychohistorical analysis of the Japanese American internment. *Human Rights Quarterly*, 17 (4), 618-648
- Robinson, G. (2003). *By order of the president: FDR and the internment of Japanese Americans*. Cambridge, MA: Harvard University Press.
- Roosevelt, F. D. (1942, February 19). Executive Order 9066. Retrieved on April 5, 2009, from <http://www.ourdocuments.gov/doc.php?flash=false&doc=74&page=transcript>.
- Takaki, R. (2000). *Iron cages: Race and culture in 19th-century America*. New York: Oxford University Press.
- “...the government interned 120,000 Japanese Americans, two-thirds of them citizens by birth” (Takaki, 2000, p. 299)

Italian & German Internment in WWI

- Ball, H. (2005). *U.S. homeland security: A reference handbook*. Santa Barbara, CA: ABC-CLIO.
- Finkelman, P. (2006). *Encyclopedia of American civil liberties (Volume 1)*. New York: Routledge.
- “An executive order signed by President Franklin Roosevelt gave the military power to designate military zones ‘from which any and all persons’ might be excluded. General John DeWitt carried the order out on the West Coast. When queried why Italian and German aliens were not included, he replied ‘a Jap is a Jap,’ and this was ‘a war of the white race against the yellow race’” (Finkelman, 2006, p. 518).
- Fox, S. (2000). *Uncivil liberties: Italian Americans under siege during World War II*. Boca Raton, FL: Universal Publishers.
- “The president received a memo...stating there was no important congressional support to remove Italians and Germans. Biddle and the War Department also worried about the possible reprisal against Americans in enemy hands should their nationals in the United States be mistreated. Biddle’s aide, James Rowe Jr., believing that too much attention was being paid to political refugees, cautioned that it would be unfair to exempt the ant-Nazi group but not Italians who had lived in the United States most of their lives. And finally, a conference of district attorneys informed the provost marshal general of its conclusion that ‘to attempt to intern all the million and a quarter alien enemies would mean serious economic disruption involving about 15 million people directly,’ this handicapping war production” (Fox, 2000, p. 163).
- “Some observers have suggested, perhaps correctly, that this discrepancy between the number of Italians, Germans, and Japanese who were interned reflected the racial underpinnings of this policy” (Fox, 2000, p. 204).
- Guglielmo, T. A. (2003). *White on arrival: Italians, race, color, and power in Chicago, 1890-1945*. New York: Oxford University Press.

“Only a handful of Italians were interned and as early as Columbus day, 1942, Attorney General Francis Biddle announced that the U.S. government would no longer classify Italian noncitizen as ‘enemy aliens’” (Guglielmo, 2003, p. 174).

“...Italians breathed a sigh of relief and must have wondered how they escaped the perilous period so unscathed. Numerous valid explanations existed – the political power of Italian Americans, their large numbers that made mass internment logistically improbable, even their reputations as harmless buffoons – but their whiteness and Americanness were also crucial. This point must have become increasingly clear to many Italian Americans during the war” (Guglielmo, 2003, p. 174).

Kelly, R. E. (2004). America’s World War II home front heritage. *CRM Journal*, Summer, 34-50. Retrieved on April 5, 2009, from http://www.nps.gov/history/crdi/publications/CRM_Vol1_02_Articles.pdf.

“Approximately 1,600 Italian citizens and travelers were interned...” (Kelly, 2004, p. 39).

LaGumina, S. J. (2000). *The Italian American experience: An encyclopedia*. New York: Garland Publishing.

“Equally noteworthy, fewer than two hundred Italian aliens were placed in internment camps when the United States entered World War II” (LaGumina, 2000, p. 118).

Carnveval, N. C. (2009). *A new language a new world*. Chicago, IL: University of Illinois Press.

“The government toyed briefly with the notion of placing Italians with nonresident status in internment camps, just as it had Japanese Americans. Due in part to the logistical difficulties of rounding up such a large and widely dispersed population, along with their growing political power on the east coast in particular, the government opted to require ten thousand alien resident Italians living on the west coast to move away from designated prohibition zones following Pearl Harbor” (Carneval, 2009, p. 161-162).

1945

The Atomic Bomb

Zinn, H. (2003). *A people’s history of the United States*. New York, NY: HarperCollins Books Publishers.

“The Russians had secretly agreed (they were officially not at war with Japan) they would come into the war ninety days after the end of the European war. That turned out to be May 8, and so, on August 8, the Russians were due to declare war on Japan. But by then the big bomb had been dropped, and the next day a second one would be dropped on Nagasaki; the Japanese would surrender to the United States, not the Russians, and the United States would be the occupier of postwar Japan” (Zinn, 2003, p. 423)

1970

Jackson State College

- Boyer, P. S. (2001). Kent State and Jackson State. *The Oxford Companion to United States History*. Retrieved on March 18, 2009, from <http://www.encyclopedia.com/doc/1O119-KentStateandJacksonState.html>.
- Healey, P. (1995, May 5). Death on a Starry Night at Jackson State College. *Chronicle of Higher Education*, 41 (34), A14-15.
- Jackson State: May 1970. Retrieved on March 18, 2009, from http://www.may41970.com/Jackson%20State/jackson_state_may_1970.htm.
- Zinn, H. (2003). *A people's history of the United States*. New York, NY: HarperCollins Books Publishers.
- Following the shooting Judge Harold Cox stated that “students who engage in civil disorders ‘must expect to be injured or killed’” (Zinn, 2003, p. 462).
- Zinn, H. (2002). *Postwar America: 1945-1971*. Cambridge, MA: South End Press
- Same quote page 142

1994

Crack vs. Cocaine

- The Sentencing Project. (2001). Drug policy and the criminal justice system. Retrieved on January 5, 2009, from http://www.sentencingproject.org/Admin/Documents/publications/dp_drugpolicy_cjsystem.pdf.
- The Sentencing Project. (1997). Crack cocaine sentencing policy: Unjustified and unreasonable. Retrieved on January 5, 2009, from http://www.sentencingproject.org/Admin/Documents/publications/dp_cc_sentencingpolicy.pdf.
- Separate but equal drug sentencing laws (Cartoon) – <http://www.bendib.com/newones/2007/november/small/11-18--1to100-Disparity.jpg>

2005

Hurricane Katrina

- Gilam, N. (2006, June 11). What Katrina teaches about the meaning of racism. *Understanding Katrina: Perspectives from the Social Sciences*, Retrieved on December 6, 2009 from <http://understandingkatrina.ssrc.org/Gilman/>.
- Pace, G. (2005, December 6). Katrina victims: Racism at play. *CBS News Online*. Retrieved on December 6, 2009 from <http://www.cbsnews.com/stories/2005/12/06/katrina/main1101473.shtml>.
- Sustar, L. (2005, August 31). Katrina exposes racism. *Znet*, Retrieved on December 6, 2009 from <http://www.zmag.org/znet/viewArticle/5514>.

2009

President Obama is sworn into office

<http://politicalticker.blogs.cnn.com/2009/05/16/scenes-from-the-white-house/>