

# White Privilege 101 Time Line

*Annotated*

## 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).

## 1680

In response to these uprisings, legislators began enacting a series of Slave Codes through 1705.



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](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 19<sup>th</sup>-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).

## 1850 Fugitive Slave Act

Library of Congress. (1850). The Fugitive Slave Law. Retrieved on January 23, 2009, from <http://www.loc.gov/exhibits/treasures/trm146.html>.

Library of Congress. (1850). Effects of the Fugitive-Slave-Law. Retrieved on January 23, 2009, from [http://lcweb2.loc.gov/cgi-bin/query/r?pp/PPALL:@field\(DOCID+@lit\(2008661523\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?pp/PPALL:@field(DOCID+@lit(2008661523))).

Library of Congress. (1851). Practical illustration of the Fugitive Slave Law. Retrieved on January 23, 2009, from [http://lcweb2.loc.gov/cgi-bin/query/r?pp/PPALL:@field\(DOCID+@lit\(2008661534\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?pp/PPALL:@field(DOCID+@lit(2008661534))).

Library of Congress. (1851). What's sauce for the goose is sauce for the gander.

- Retrieved on January 23, 2009, from [http://lcweb2.loc.gov/cgi-bin/query/r?pp/PPALL:@field\(DOCID+@lit\(2008661533\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?pp/PPALL:@field(DOCID+@lit(2008661533))).
- Library of Congress. (1852). Position of the Democratic Party in 1852: "Freemen of America, how long will you be led by such leaders." Retrieved on January 23, 2009, from [http://lcweb2.loc.gov/cgi-bin/query/r?pp/PPALL:@field\(DOCID+@lit\(2008661555\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?pp/PPALL:@field(DOCID+@lit(2008661555))).
- Public Broadcasting Service. The Compromise of 1850 and the Fugitive Slave Act. Retrieved on January 23, 2009, from <http://www.pbs.org/wgbh/aia/part4/4p2951.html>.
- Zinn, H. (2003). *A people's history of the United States*. New York, NY: HarperCollins Books Publishers.
- “The Act made it easy for slaveowners to recapture ex-slaves or simply to pick up blacks they claimed had run away” (Zinn, 2003, p. 181).

## 1858

### President Lincoln's Conflicting Views

- 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



'races,' only the 'White race' had obeyed God's command 'to subdue and replenish the earth'" (Ostler, 2004, p. 38).

Takaki, R. (2000). *Iron cages: Race and culture in 19<sup>th</sup>-century America*. New York: Oxford University Press.

"The construction of the railroad, especially through the Sierras, was a Chinese achievement. Not only did they endure the sheer drudgery required to clear woods and lay tracks; they also performed important technical work..." (Takaki, 2000, p. 230).

"...a writer for the *Overland Monthly* exclaimed: 'The dream of Thomas Jefferson, and the desires of Thomas H. Benton's heart, have been wonderfully fulfilled... But even they did not prophesy that Chinamen should build the Pacificward end of the road'" (Takaki, 2000, p. 231)

"The Chinese were a most awesome threat: bo0dies-yellow ones- could undermine the ascendancy of machinery and mind. The Chinese could not only retard but also subvert the very genius of the age-American technology (Takaki, 2000, p. 248).

## 1875

### The Civil Rights Act of 1875

Public Broadcasting Service. (2003, December 19). *The 1875 Civil Rights Act*. Retrieved on December 21, 2008, from [http://www.pbs.org/wgbh/amex/reconstruction/activism/ps\\_1875.html](http://www.pbs.org/wgbh/amex/reconstruction/activism/ps_1875.html).

Wormser, R. (2002). *Civil Rights Act (1875)*. Public Broadcasting Service. Retrieved on December 21, 2008, from [http://www.pbs.org/wnet/jimcrow/stories\\_events\\_civil.html](http://www.pbs.org/wnet/jimcrow/stories_events_civil.html).

Wormser, R. (2002). *The rise and fall of Jim Crow*. Public Broadcasting Service. Retrieved on December 21, 2008, from [http://www.pbs.org/wnet/jimcrow/stories\\_events\\_uncivil.html](http://www.pbs.org/wnet/jimcrow/stories_events_uncivil.html).

## 1879

### Education of American Indians

Buffalohead, W. R. & Molin, P. F. (1996, Spring). "A nucleus of civilization": American Indian families at Hampton Institute in the late nineteenth century. *Journal of American Indian Education*, 35 (3), 59-94.

Fear-Segal, J. (1999). Nineteenth-century Indian education: Universalism verses evolutionism. *Journal of American Studies*, 33 (5), 323-341.

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

Harding, L. (2001). *The Carlisle Indian boarding school and its literary legacy: The war with the pen*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

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.

- Lomawaima, K. T. (1999). The unnatural history of American Indian education. In K. G. Swisher & J. Tippeconnic (Eds.), *Next steps: Research and practice to advance Indian education* (pp 3-31). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
- McCoy, M. L. (2000). *Federal Indian law and policy affecting American Indian and Alaska native education. Indian education legal support project "tribalizing Indian education"*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
- Oliver, C. (1996). *The internal colonialism model: What the model has done to the education of Native Americans*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
- Pratt, R. H. (1964). *Battlefield and classroom: Four decades with the American Indians, 1867-1904*. New Haven, CT: Yale University Press.
- Satterlee, A. (2002). *The Carlisle Indian Industrial School*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
- Smith, C. (2002). My heart is on the ground. Retrieved July 28, 2005 from, <http://www.oyate.org/books-to-avoid/myHeart.html>.
- Tippeconnic, J. W. (1991). The education of American Indians: Policy, practice and future direction. In Donald E. Green & Thomas V. Tonnesen (Eds.), *American Indians: Social justice and public policy* (180-207). Milwaukee, WI: University of Wisconsin System.
- Witmer, L. A. (1993). *The Indian industrial school*. Camp Hill, PA: Plank's Suburban Press.

## 1882

### The Chinese Exclusion Act

- Martin, J. N. & Davis, O. I. (2001). Conceptual foundations for teaching about whiteness in intercultural communication courses. *Communication Education*, 50, 298-313.
- Takaki, R. (2000). *Iron cages: Race and culture in 19<sup>th</sup>-century America*. New York: Oxford University Press.

## 1890

### Massacre at Wounded Knee – Bureau of the Census

- Brown, D. (2001). *Bury m heart at Wounded Knee: An Indian history of the American West*. New York: Henry holt & Company, LLC.
- “To justify these breaches...the policy makers in Washington invented Manifest Destiny, a term which lifted land hunger to a lofty plane. The Europeans and their descendants were ordained by destiny to rule all of America” (Brown, 2001, p. 8)
- Edmunds, R. D. (1995). Native Americans, new voices: American Indian history, 1895-1995. *The American Historical Review*, 100 (3), 717-740. Retrieved on August 24, 2009, from <http://www.jstor.org/stable/pdfplus/2168602.pdf>
- “Yet, in 1893, both the frontier and Indian people seemed to be part of the past. Three years earlier, in 1890, the United States Bureau of the Census had reported that the frontier had vanished and the Indian population had



were executed under this statute, even though 45 per cent of those convicted of rape were white. The one white man sentenced to death for rape during this period had his sentence commuted by the governor” (Amnesty International, 1999).

Lindquist Dorr, L. (2004). *White women, rape, and the power of race in Virginia*. Chapel Hill, NC: University of North Carolina Press.

“Racial disparities in punishment occurred for all categories of crimes, but especially for rape and attempted rape. While Virginia executed fifty-four men of rape or attempted rape between 1908 and 1965, *not one* of them was white. Black men convicted of rape or attempted rape received the most severe punishments allowed by law” (Lindquist Dorr, 2004, p. 32)

Rise, E.W. (1998). *The Martinsville Seven: Race, rape, and capital punishment*. Charlottesville, VA: University Press of Virginia.

“...Tucker produced statistics gathered from state penitentiary records to demonstrate that fifty-three blacks had been sentenced to death and forty-five blacks electrocuted for rape, while no white Virginian had ever been executed for that crime” (Rise, 1998, p. 120).

## 1924 Oriental Exclusion Act

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 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.

**1934**

## National Housing Act

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](http://www.thepraxisproject.org/tools/White_Privilege.pdf).

**1935**

## National Labor Relations Act

NLRA or the Act; 29 U.S.C. §§ 151-169.

[http://www.nlr.gov/about\\_us/overview/national\\_labor\\_relations\\_act.aspx](http://www.nlr.gov/about_us/overview/national_labor_relations_act.aspx)

**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](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://www.english.illinois.edu/maps/poets/g_l/haiku/order.jpg)
- [http://ipr.ues.gseis.ucla.edu/images/Evacuation\\_Poster.pdf](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 19<sup>th</sup>-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](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)

## 1947

### G.I. Bill

Carroll, G., Tyson, K., & Lumas, B. (2001). Those who got in the door: The University of California-Berkeley’s affirmative action success story. *Journal of Negro Education*, 69, 128-144.

Clark, D. A. (1998). "The two Joes meet – Joe college, Joe veteran”: The G.I. Bill, college education, and postwar American culture. *History of Education Quarterly*, 38, 165-189.

- Kiester, E. (1994). The G.I. Bill may be the best deal ever made by Uncle Sam. *Smithsonian*, 25, 129-139.
- Mattila, J. P. (1978). G.I. Bill benefits and enrollments: How did Vietnam veterans fare? *Social Science Quarterly*, 59, 535-545.
- Munin, A. (2004). Redefining history: An analysis of presidential speeches regarding the G.I. Bill and Affirmative Action. Master's thesis, DePaul University, Chicago, IL.
- Onkst, D. H. (1998). "First a Negro...incidentally a veteran": Black World War Two veterans and the GI Bill of Rights in the deep south, 1944-1948. *Journal of Social History*, 31, 517-543.

**1947** *Pop Quiz*: Who becomes the first African American to play major league baseball?  
*Extra Credit*: What number did he wear?

**1948** The Evacuation Claims Act

- Daniels, R. (2002). Incarceration of the Japanese Americans: A sixty-year perspective. *The History Teacher*, 35 (3), 297-310.
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Loving v. Virginia, 388 U.S. 1 (1967).

“Almighty God created the races white, black, yellow, malay and red, and he placed them on separate continents. And but for the interference with his arrangement there would be no cause for such marriages. The fact that he separated the races shows that he did not intend for the races to mix” (Loving v. Virginia, 1967, p. 4).

Link to court decision -

[http://www.law.cornell.edu/supct/html/historics/USSC\\_CR\\_0388\\_0001\\_ZO.html](http://www.law.cornell.edu/supct/html/historics/USSC_CR_0388_0001_ZO.html)

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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).

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- Same quote page 142

1956-1971

## F.B.I. Counterintelligence Program: COINTELPRO

Report of the Select Committee on Assassinations of the U.S. House of Representatives –

<http://www.archives.gov/research/jfk/select-committee-report/part-2e.html>.

“The department of justice failed to supervise adequately the domestic intelligence division of the Federal Bureau of Investigation; in addition, the Federal Bureau of Investigation, in the campaign against Dr. King, grossly abused and exceeded its legal authority and failed to consider the possibility that actions threatening bodily harm to Dr. King might be encouraged by the program”

Link to FBI memo that discontinued COINTELPRO –

[http://www.freepeltiernow.org/images/COINTELPRO\\_Discontinued.jpg](http://www.freepeltiernow.org/images/COINTELPRO_Discontinued.jpg)

Link to the FBI’s website where they tell their own history on COINTELPRO –

[http://www.fbi.gov/facts\\_and\\_figures/short\\_history.htm](http://www.fbi.gov/facts_and_figures/short_history.htm)

“The Bureau responded to the threat of subversion with Counterintelligence Programs, or COINTELPRO, first against the Communist Party (1956), and later against other violent/subversive groups like the Black Panthers and the Ku Klux Klan (1960s). These programs resulted in the Bureau, at times, effectively stepping out of its proper role as a law enforcement agency.”

**1994**

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Separate but equal drug sentencing laws (Cartoon) –

<http://www.bendib.com/newones/2007/november/small/11-18--1to100-Disparity.jpg>

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(Genome.gov).

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