



Work Plan for Investigating the History of All Forms of Racism, Discrimination, and Anti-Racism at the University of Southern California

Academic Senate Faculty History Committee
2021

EXECUTIVE SUMMARY

The Academic Senate Executive Board and the Faculty History Committee (FHC) proposed to President Carol Folt that the FHC be charged this year to “develop a framework and work plan for achieving President Folt’s stated goal of documenting the history of racism, discrimination, and anti-racism at USC.” President Folt agreed. During the summer of 2020, the Executive Board invited current members and other faculty to serve on the committee and carry out this charge. The Faculty History Committee met remotely on six occasions to develop this report.

The work plan report is divided into five sections. The first section provides recommendations that support the principles of transparency and access. These principles are viewed as fundamental to carrying out any thorough and meaningful historical reckoning of USC’s past. The second section delineates the unique, contextualized history of racism, discrimination, and anti-racism at USC as an institution of higher education in Southern California and the types of products that could be published that document, interpret, and explain this unique history. The third section recommends ways that research results around the history of USC can serve as a catalyst for interdisciplinary teaching, new academic programming, and curricular reform. These student learning opportunities are already emerging throughout the curriculum. The fourth section acknowledges the long-term commitment required to conduct a comprehensive historical reckoning of USC and recommends the types of resources and funding needed to fulfill this goal within a twelve to fifteen-month timeframe. The fifth section recommends that faculty invited to conduct research into the history of USC should serve on the Faculty History Committee rather than be appointed to a temporary steering committee or task force group. This is followed by underlying principles that guided our deliberations in developing a list of faculty the FHC recommends to conduct the research.

The report includes appendices listing the members of the committee, examples of archival and preservation practices at other institutions, and a list of courses with sample syllabi that are already being taught or planned at USC that explore the dynamics of racism, discrimination, and anti-racism.

INTRODUCTION AND BACKGROUND

There is a reckoning of historical racism, racist policies, and discriminatory inequalities at institutions of higher education throughout the United States, particularly in regards to critically examining the connections between universities and enslaved people.¹ This reckoning has taken the form of reports produced by faculty-led committees charged with interrogating past evidence of racism and white supremacy and promulgating the findings for the purpose of engaging in apologetic healing and transformative liberation. Examples include reports published by Brown University, Emory University, Georgetown University, Yale University, and the universities of Alabama, Georgia, Pennsylvania, and Virginia.² In addition, the University of Virginia has created the Universities Studying Slavery consortium that “represents a multi-institutional collaboration focused in sharing best practices and guiding principles about truth-telling projects addressing human bondage and racism in institutional histories.”³ The consortium currently includes 78 members from the United States, the United Kingdom, and Canada.

Many colleges and universities have also invested in anti-racism education, diversity, equity, inclusion, and access (DEIA) professional development programs, and campus-wide initiatives that promote dialogue, community building, and healing.⁴ These reports and initiatives are part of and have contributed to a growing volume of interdisciplinary literature that examines the complex relationships between racism and tertiary education. This report recommends a work plan for reckoning with USC’s past in response to this phenomenon. It complements and broadens the historical contexts and connections described in the reports produced by the Provost’s Task Force on University Nomenclature and the President’s and Provost’s Task Force on Racial Equity, Diversity, and Inclusion.

Shortly after her installation as University President, the Senate Executive Board and the Faculty History Committee proposed to President Carol Folt that the FHC be charged this year with developing a process for investigating racism and anti-racism at USC. President Folt agreed. During the Summer of 2020, the Executive Board invited current members and other faculty to serve on the committee [See Appendix 1]. The committee’s Specific Charge for the 2020-2021 Academic Year was to “develop a framework and work plan for achieving President Folt’s stated goal of documenting the history of racism, discrimination, and anti-racism at USC.” The FHC held six remote meetings during the Fall and Spring to discuss and finalize this report. The committee co-chairs also met with the Senate Executive Board to discuss and obtain feedback on a late draft of the work plan report. A Google folder was created for committee members to share and edit documents. These documents will be transferred to the University Archives for preservation after the committee’s work has been completed.

What follows are recommendations proposed by the Faculty History Committee intended to fulfill its special charge to establish a work plan for researching, writing, and publishing a critical, introspective historical reckoning of all forms of racism, discrimination, and anti-racism at USC. The recommendations are followed by a list of faculty the committee recommends to research and write a final study. The report concludes with several supporting appendices.

PROCESS RECOMMENDATIONS

The committee agreed during its deliberations to arrange the recommendations into four essential sections. They are intended to ensure a thorough, long-term, and consequential pursuit of the truth about USC's history and its connection to the present.

1. Transparency and Access – recommendations based on the fundamental principle that transparency in making accessible relevant Office of the President papers and other administrative documents and files is essential to conducting any meaningful research
2. Products -- recommendations concerning in what form the final research findings could be published
3. Teaching Opportunities – recommendations based on using research results as a catalyst for interdisciplinary teaching, new academic programming, and curricular reform at USC
4. Resources and Funding -- recommendations related to the resources needed to support and sustain the research process until a thorough historical reckoning has been achieved

Transparency and Access

This set of recommendations concerns the overarching principle that there must be a transparent process for the discovery of and access to materials that provide documentary evidence of all forms of racism, discrimination, and anti-racism at any level of the university [e.g., presidential and provostorial, senior administrative, divisional, school, department]. The implementation of these recommendations are required in order to remove barriers that deny access to official records of the university. The long-standing denial of access to Office of the President papers and the files of other senior administrative offices would place into question the seriousness of efforts to fully and truthfully document the history of racist, discriminatory, or anti-racist policies, actions, and events at USC. The FHC believes strongly that denying access to relevant files would also violate the spirit of USC's commitment to the Unifying Values resulting from the university-wide Culture Journey initiative [<https://change.usc.edu/>].

The historical record of USC is housed in the University Archives, a unit within the Special Collections department of the USC Libraries. The University Archives serves as the institutional memory of the University of Southern California. It is the repository for official records of historical importance in all media and formats emanating from any unit of the university, including administrative offices, academic divisions, schools, departments, organized research units, the Academic Senate, and university committees. The University Archives also preserves publications produced by any unit of the university and records of individual faculty and staff created in their official capacities at USC. This mission is described on the USC Records Management web page [<https://policy.usc.edu/record-management/>]:

The University Archives are a component of the USC Libraries Special Collections. The archive promotes knowledge and understanding of the university's origins, aims, programs, and goals. The records permanently stored in the archive include records and reports of the university, its officers and component parts, including faculty and students; maps and architectural records; audiovisual materials including still photographs and negatives, motion picture film, oral history interviews, audio and video tapes; and artifacts and ephemera

documenting the university's history. Archival records are inactive records no longer retained to meet legal standards or serve an educational or administrative purpose, but which have permanent or historic value. The university archives will not accept records which require the enhanced security and privacy standards detailed in the Information Security Policy.

Among the notable collections housed in the University Archives are the Office of the President papers. This collection dates from 1947, the year of transition to President Fred Fagg, until 2010, the last year of President Steven B. Sample's term in office. The Office of the President papers contain a tremendous amount of information about the history of our university. However, for unexplained reasons, no Presidential papers prior to 1947 are held anywhere at USC. This history has been lost. There has been no systematic transfer of Office of the President papers to the University Archives since 2010 when procedures were implemented to scan print records six months after their creation and uploaded to a proprietary database. However, the access policy to Office of the President papers pre-dates this transition to digital preservation and has been maintained since the late 1980s. According to University Archivist, Claude Zachary, the policy has allowed staff in the Office of the President to deny all researcher requests for access; no requests for access submitted during Claude Zachary's twenty-two-year tenure at USC have been granted.

The FHC believes strongly that the principles of transparency and access are fundamental to carrying out any meaningful efforts to investigate USC's history and reckon with the role racism, discrimination, and anti-racism has played in it. If an unambiguous commitment to transparency and access cannot be guaranteed, the committee is concerned that faculty selected to conduct this research may decline to participate; relying exclusively on publically accessible materials could lead to incomplete, inconclusive, or perhaps even, misleading findings. Given this, the committee recommends the following processes that support the principles of transparency and access:

1. Address and make changes to current policy and workflows that will ensure researchers have access to any Office of the President papers [electronic or print], provostorial, and other senior administrator records that contribute to the discovery or confirmation of policies, actions, decisions, or events related to any form of racism, discrimination, or anti-racism at the university.
2. Address and make changes to current policy and workflows that will facilitate access to relevant documents and files from administrative units of the university [e.g., Student Affairs; Office of Admissions] in support of this research initiative.
3. Address and make changes to current policy and workflows that will facilitate access to relevant documents and files from any division, school, department, or other academic unit of the university in support of this research initiative.
4. Grant permission to make accessible, for the purpose of this research initiative, any relevant documents or files housed in the University Archives that have been placed on restricted access by the university.
5. When restrictions to documents are deemed unavoidable, the reasons for denying access will be clearly articulated, with the understanding that reasons for denial will be entered into any final report.

6. Commit to revising the access policy to Office of the President papers and other senior administrator records to allow greater transparency and accessibility for any future studies resulting from this research initiative.
7. Reinstate the systematic transfer of Office of the President papers to the University Archives.

In addition, any meaningful and thorough historical reckoning should be viewed as an on-going, long-term research project. The FHC, therefore, recommends that the current Records Management policy be revised so as to more fully safeguard the history of USC now and into the future. A revised policy that reflects the archival and preservation practices at many of our peer institutions [See Appendix 2] will ensure that any future efforts to study the history of USC can be conducted efficiently and accurately. A revised policy would also support the establishment of guidelines that are not only in response to “government regulation, judicial or administrative consent order, private or governmental contract, pending litigation or audit requirements,” as stated in the current Records Management policy, but will help streamline the transfer of any records to the University Archives that safeguard the historical memory of USC at all administrative levels.

Products

Assuming that the university agrees to minimal commitments to transparency and access to archival collections, we propose that the 2021-22 Faculty History Committee of the Academic Senate produce a substantial report that delineates the history of all forms of racism, discrimination, and anti-racism at the University of Southern California since its founding to the present. The various reports produced by faculty-led committees in the East and South focused on the relationship between those institutions of higher education and slavery are models for the kind of report that could be produced by this FHC. However, the nature of racism and discrimination on the West Coast is, in many ways, more complex and multi-faceted than that experienced under slavery in the Eastern United States. An adequate report for USC would have to take into account anti-black racism, eugenics as an ideology and practice, colonialism and conquest of the U.S. Southwest of indigenous and Mexican peoples, various forms of anti-Asian discrimination including the incarceration of Japanese Americans during World War II, anti-Semitism and anti-Muslim activities in practice, and conflicts with neighborhood groups and interests in the wake of changing demographics around both of USC’s campuses.

It is clear that a more expansive agenda of racial reckoning is already taking place on the West Coast. California Institute of Technology in nearby Pasadena has already decided to eliminate the name of seven prominent former faculty members, donors, board members, and presidents from its campus, including that of Robert Millikan, one of its founders and first president, because of associations with some of the leading eugenicist organizations in the state. Stanford University has established a faculty committee to consider the renaming of buildings and monuments to its past benefactors and honored faculty members and has already moved to rename several key buildings. University of California, Berkeley has already taken steps to rename its law school, as well as a central building on campus named after an anthropologist whose work denigrated the indigenous residents of the state. The issues raised in institutions of higher education in California are complex and particular to the creation and unfolding of each institution, so they require extensive research across multiple historical fields.

The final report of this committee, therefore, would need to be produced by a collection of academics trained in historical and archival method across a wide range of historical and contemporary subjects. Moreover, it would have to investigate these subjects at an institution that has not been particularly open to archival transparency in its past to this moment. That means part of the report will need to be basic tools that can be used for future researchers. A timeline of the critical moments and periods to understand the history of racism, discrimination, and anti-racism at USC is critical. A substantial bibliography of secondary materials used by the FHC must be provided to make further research and teaching possible. Included in this bibliography must be a listing of archival, ethnographic, and other primary source materials available at USC and also at all other institutions that are available for research and were utilized to produce the final report.

Because this report will be one of the first to critically and systematically examine the historical racism, racist policies, and discriminatory inequalities at a West Coast institution, we believe that various university presses may be interested in publishing a more academic volume for wider dissemination to the public. The University of California Press has already expressed some interest in such a volume. Ideally, many of the faculty members involved in the FHC, and possibly some of the burgeoning scholars that participate in courses and research on this subject, may be contributors to this volume. It is expected that this would be an edited volume where individual essays could be written on specific historical and contemporary subjects that are more substantial than the cursory attention that they receive in the final report.

Many of the universities that have produced reports interrogating past evidence of racism and white supremacy have also launched parallel projects to leave behind a fuller accounting of practices and communities that have not received adequate attention. USC certainly fits this model because it has paid relatively sparse attention to the histories of various diverse communities and individuals in its midst. In particular, if USC hopes to chronicle the history of anti-racist practice at the university, it must help create an archival legacy of the contributions of diverse student, faculty and staff communities at USC over time. We propose that a full inventory of such current studies, interviews, and archives be undertaken by the FHC, and that the university consider launching a process by which such collecting of information can be part of its usual practice in the future. This may include a commitment to conduct oral interviews with those that have made substantial commitments to diversity, equity and inclusion at USC before they retire, or sponsoring a research funding competition to promote archival collection of materials that would be useful to future scholars who want to investigate these communities.

In describing recent essays that chronicle various universities studying slavery at their campuses, Harvard historian Tiya Miles writes that those studies “demonstrate that the campus is wholly a part of society, entrenched in its challenges and collared by its constraints, rather than being a separate tower of lofty thought and moral virtue.”⁵ We fully expect to find USC to be a fundamental part of southern California culture and society, for better or worse, as it made its way through its own tortured history over the past century and a half. It is the hope of the FHC that, with more study and transparency, its future can be more fully reflective of the inclusive society we hope to promote.

Teaching Opportunities

This set of recommendations concerns the overarching principle that there must be opportunities to teach all forms of racism, discrimination, and anti-racism at any level of the university [e.g., undergraduates, graduate, professional levels]. Moreover, those teaching opportunities should be able to take advantage of primary archival and secondary materials about these issues at USC itself. The Faculty History Committee is unanimous in recommending that any findings derived from a historical reckoning of USC's past should serve as a platform from which to strengthen existing courses and to develop new courses and programmatic options that explore contemporary issues of racism, discrimination, and anti-racism at USC, in Los Angeles, and across the nation.

Examples of graduate and undergraduate courses are already being taught or planned at USC that explore the dynamics of racism, discrimination, and anti-racism. The Department of American Studies and Ethnicity in Dornsife College regularly teaches courses at every level (General Education, Upper Division, Graduate) that center race and ethnicity and could incorporate archival materials and secondary literature focused on USC. The Gould School of Law regularly offers courses in these areas, and taught the first course in Spring 2021 on "Law, Society, and the University" that focused on the history of discrimination at USC. The Rossier School of Education has a diversity requirement for most of its programs and regularly offers courses focused on these subjects in its eleven Masters programs and five doctoral programs (See Appendix 3 for a fuller list of the courses that are already regularly taught at USC and select syllabi).

Similarly, many USC schools and departments have strived to include courses addressing race, racism anti-Blackness, ethnicity, gender, sexual origination, ableism, anti-Semitism, Islamophobia, immigration, etc. as a requirement or an elective for their programs. For example, the Suzanne Dworak-Peck School of Social Work has a diversity requirement for their undergraduate as well as graduate programs (examples of courses include: "Equity, Diversity, and Inclusion").

The FHC believes that student learning is enhanced by the opportunity to reflect upon and critically examine the rich and complex history locally (USC, Los Angeles), nationally, and globally; this history could help to build a bridge of relevancy between the past and the present. Indeed particular care should be taken to insure that courses focused on the history of racism, discrimination, and anti-racism at USC are regularly offered as freshman seminars to incoming undergraduates, as parts of General Education, in the Writing Program courses required of all undergraduates, and as courses fulfilling the university's diversity requirement. At the graduate level, many schools and departments want to have access to primary materials concerning the university's past to train Ph.D. and professional students in their respective fields.

In the summer of 2020, after statements made by President Folt and the Academic Senate Executive Board to confront anti-Blackness and systemic racism at USC, the department of American Studies and Ethnicity (ASE), created a taskforce and issued a report that recounts thirty-years of struggle to establish ethnic studies at USC. ASE was founded in 1993 and is the "only place where USC students could major in African American Studies, Asian American Studies, Chicana/Latino Studies, American Studies and Ethnicity, and American Popular Culture" (ASE Task Force On Anti-Racist Education at USC, 2020). That summer, Dornsife College established the Latinx and Latin American Studies Center as the first research center dedicated to work in this critical field of study. As a result of the ASE taskforce recommendations, Dornsife College followed that up with the establishment of the Global Black Studies Center in 2021, a first for the university in this field also. Both new Centers need to be

more fully supported by both Dornsife and the university as a whole to fulfill its research and teaching possibilities in these now well-established fields.

Given the systemic nature of racism, USC's approach to teaching about racism, discrimination, and anti-racism must also be systematic and, when appropriate, it should be rooted in the history of USC. However, there must be a coordinated effort to offer, teach, and support departments, schools, and faculty who teach and research racism, discrimination, and anti-racism. As such, we offer the following recommendations:

1. The 2021 Institutional Report for the WSCUC Thematic Pathway for Reaffirmation states there is a need "...to bolster the place of diversity within GE in light of the Black Lives Matter movement and calls for stronger institutional awareness of structural racism and the historical legacy of anti-Blackness"⁶. The FHC supports restoring the General Education program diversity requirement and expanding programmatic options around the idea of diversity to include all forms of racism, discrimination, and anti-racism.
2. Recruit and retain Black and other faculty of color who often use anti-racist pedagogy in their courses, regardless of discipline. Only 3% of tenured faculty at USC are Black. This reflects failures in hiring and retention efforts, as well as deep institutional/structural problems. The Senate's Campus Climate Committee has made recommendations in its 2019-2020 report that could significantly improve retention.
3. Create a postdoctoral diversity fellowship specific to anti-racist teaching and research.
4. While unconscious bias training is popular, it is not the only form of training useful in addressing racism: faculty should receive training concerning anti-racist pedagogy. Moreover, any online training modules should be embedded within meaningful discussions in each academic unit, and those discussions must address the need for structural and cultural change, rather than focusing only on individual behavior and attitudes.
5. Provide research grants for Black and POC (People of Color) faculty who focus on racism, discrimination, and anti-racism to better support their teaching, research, and training.
6. Black and POC faculty often spearhead and support USC's diversity, equity, and inclusion teaching and research. These efforts must be substantially rewarded, both while it is occurring (in the form of stipends, course releases, etc.) as well as during the merit, promotion, and tenure processes.

Resources and Funding

This proposal envisions a final scholarly report after one year by the end of summer 2022. As a faculty-driven historical research project, USC should aim for the highest quality academic work to be completed in a one-year (12 to 15 month) framework from a team of faculty researchers, aided by qualified research assistants from across the university. None of the current faculty members nor research assistants who will work on this project are assumed to already be working on similar research, so they will need to suspend their current research projects in order to do the academic work needed to complete a thorough examination of this topic. We envision the following as a minimum to complete this project in the allotted timeframe.

Graduate Research Assistantships

This project will rely on advanced graduate research assistantships (RAs) under close faculty supervision. A minimum of eight (8) graduate RAs will be employed starting in summer 2021,

academic year 2021-22, and summer 2022 to complete the project. We anticipate that these assistants will have the following assignments:

1. Two Research Assistantships will be assigned to the two faculty editors of the final report. These RAs will have skills in organizational programming, editing of draft parts of the reports, and general research skills.
2. Two Research Assistantships will be assigned to the University Archives of the USC Libraries. These RAs will assist with moving Presidential papers to accessible status in the libraries, producing new guides and digital finding aids for these papers, and developing plans for additional materials from the Provost, Deans, or other university divisions to fill out a more robust collection of university archival materials.
3. Two Research Assistants will be under faculty supervision to explore archival collections elsewhere that can illuminate USC's history, and transfer some of these materials, either in paper copy or digitally to University archives. Depending on the opening up of other archival collections, this will involve exploring digital collections online, travelling to specific collections (such as Cal Tech, Stanford, UCLA, etc.) where scholarship has uncovered USC-related materials, and drafting archival reports and agreements that would allow a systematic transfer of materials to USC.
4. Two Research Assistants will be under faculty supervision to begin interviewing and aiding faculty research interviews with university officials, deans, faculty, and retired emeriti who could illuminate parts of USC history now woefully inadequately addressed in current university archives, such as the history of people of color at USC. These RAs should have experience with interviewing and ethnographic method, ability to transcribe interviews, and to develop finding aids for researchers to explore these interview transcripts.

We believe that graduate research assistants should each be paid \$5,000 for this work in Summer 2021 and \$5,000 in Summer 2022. This amount would be for \$20 an hour work for 250 hours per summer (25 hours a week for 10 weeks). Eight graduate assistants working at \$5,000 per research assistant would mean \$40,000 of support per summer.

The academic year is more complicated because all of USC's qualified research assistants would otherwise be teaching assistants at between \$30,500 to \$34,000 stipend per academic year. To get full-time assistantships, this project would have to replace this stipend amount in order to get their "full-time" (15-20 hours per week) activity. We think this is critical to get the full attention of the highest quality research assistants for this project. Averaging the annual stipend at \$32,000 per student, with eight "full-time" research assistants, would mean a budget for the academic year of \$256,000. We are assuming that the university would continue to fund their tuition and fees as part of their graduate funding package.

The overall budget for graduate research assistants for 15 months would be:

Summer 2021:	\$40,000
Academic Year 2021-22:	\$256,000
Summer 2022:	\$40,000
TOTAL:	\$336,000

Faculty Compensation

This area of budget is harder to anticipate because every faculty member has a different salary and different work obligations. Nevertheless, we strongly believe that there should be some faculty compensation involved in this project, at least for the two faculty members selected as lead researchers and authors and editors of the final report. Probably the fairest method would be to provide four summer ninths to these two individuals for work in Summer 2021 and Summer 2022. The amount would depend on compensation through their regular salaries (two ninths each) for work done of this academic project.

Miscellaneous Expenses

Additional expenses are likely to be incurred for this project, which would include photocopying, travel, equipment, and office supplies. In addition, the FHC is likely to solicit interviews with USC alumni and former staff members using advertisements in community-based newspapers and social media. We estimate that \$25,000 would cover most expenses for the project for fifteen months. The university should also supply temporary office space for this project to be completed under this timeframe.

RECOMMENDED FACULTY TO CONDUCT THE RESEARCH

Committee members are unanimous in recommending that faculty chosen to conduct research into the history of all forms of racism, discrimination, and anti-racism at USC should be invited to serve on the Faculty History Committee rather than appointed to a temporary steering committee or task force group. As a standing committee of the Academic Senate, appointing individuals to the FHC will ensure that the project is faculty-led, that there is a standing commitment to the research and discovery process, and that, advisory to the Academic Senate at large, accountability and transparency to the goal of interrogating USC's past is maintained until a comprehensive historical reckoning is achieved.

Four overarching principles underpinned the recommendations of faculty invited to conduct the research. These principles also guided the committee's deliberations.

- Faculty conducting the research should reflect the principles of diversity and inclusiveness. The backgrounds, lived experiences, and areas of academic expertise that people bring to the research process contribute important perspectives to the act of pursuing a historical reckoning of USC's past.
- Faculty invited to serve should have training in historical research and studying racism, discrimination, and anti-racism. The FHC also recommends that their work reflect the epistemological foundations of interdisciplinary thinking and research. Studies of institutional racism, discrimination, and anti-racism in higher education have been conducted by scholars in a variety of disciplines; this project should be driven by the same desire to interrogate these issues through multiple lens' of inquiry and analysis.
- Faculty who have served, for example, as senior administrators, school deans, department chairs, or heads of research centers or other academic enterprises can provide added perspective to the research process. A faculty member's administrative or managerial experiences or service in academic governance can help identify hidden spaces within the university bureaucracy where deeper investigations of discovery may be needed.

- Faculty invited to carry out the research should include not only tenured faculty who have worked at the university for many years, but also faculty who are in different phases of their career at USC. Faculty who are relatively new to USC can bring fresh perspectives, diverse educational backgrounds, and important insights to the research process.

In alphabetical order, we recommend the following faculty be invited to serve on the 2021-2022 Academic Senate Faculty History Committee to fulfill the charge of conducting research into the history of all forms of racism, discrimination, and anti-racism at USC.

Professor Shafiqah Ahmadi, JD

Co-Director, Center for Education, Identity & Social Justice
 Professor of Clinical Education
 Rossier School of Education
 sahmadi@usc.edu

Dr. Ange-Marie Hancock Alfaro

Dean's Professor of Gender Studies and Professor of Political Science and Gender Studies
 Department of Political Science and International Relations
 Dornsife College of Letters, Arts and Sciences
 ahancock@usc.edu

Dr. Bill Deverell

Professor of History and Spatial Sciences
 Department of History
 Dornsife College of Letters, Arts and Sciences
 deverell@usc.edu

Dr. Sam Erman

Professor of Law and History
 School of Law and Department of History
 Dornsife College of Letters, Arts and Sciences
 serman@law.usc.edu

Dr. Philip J. Ethington

Professor of History and Political Science
 Department of History
 Dornsife College of Letters, Arts and Sciences
 philipje@usc.edu

Dr. Taj Frazier

Associate Professor of Communication and Director of Doctoral Studies
 School of Communication
 Annenberg School for Communication
 rfrazier@usc.edu

Dr. Shaun Harper

Provost Professor of Education and Business; Clifford and Betty Allen Chair in Urban Leadership;
USC Race and Equity Center Executive Director
Rossier School of Education
sharper@usc.edu

Dr. Lanita Jacobs

Associate Professor of American Studies and Ethnicity and Anthropology
Department of Anthropology
Dornsife College of Letters, Arts and Sciences
jacobshu@usc.edu

Dr. Meridith M. Kruse

Assistant Professor (Teaching) of Writing
Writing Program
Dornsife College of Letters, Arts and Sciences
meriditk@usc.edu

Dr. Robert V. Labaree

Political Science/International Relations Librarian and Academic Senate Historian
Library for International and Public Affairs
USC Libraries
labaree@usc.edu

Dr. Natalia Molina

Distinguished Professor of American Studies and Ethnicity
Department of American Studies and Ethnicity
Dornsife College of Letters, Arts and Sciences
natalia.molina@usc.edu

Dr. Evelyn 'Nicole' Mitchell

Clinical Assistant Professor of Obstetrics & Gynecology; Diversity and Inclusion Chair
Department of Obstetrics/Gynecology
Keck School of Medicine
evelynm6@usc.edu

Dr. Dowell Myers

Professor, Director of Population Dynamics Research Group
Department of Urban Planning & Spatial Analysis
Sol Price School of Public Policy
dowell@usc.edu

Dr. Parveen Parmar

Associate Professor of Clinical Emergency Medicine
Department of Emergency Medicine
Keck School of Medicine
pparmar@usc.edu

Dr. Manuel Pastor

Distinguished Professor of Sociology and American Studies & Ethnicity and Turpanjian Chair in Civil Society and Social Change
Department of Sociology
Dornsife College of Letters, Arts and Sciences
mpastor@usc.edu

Dr. Joyce M. Richey

Associate Professor of Clinical Physiology & Neuroscience; Associate Dean for Diversity and Inclusion (Education); Chief Diversity Officer
Department of Physiology and Neuroscience
Keck School of Medicine
jrichey@usc.edu

Dr. Steve Ross

Myron and Marian Casden Director of the Casden Institute for the Study of Jewish Role in American Life and Professor of History
Department of History
Dornsife College of Letters, Arts and Sciences
sjross@usc.edu

Dr. George Sanchez

Professor of American Studies and Ethnicity and History
Department of American Studies and Ethnicity; Department of History
Dornsife College of Letters, Arts and Sciences
georges@usc.edu

Dr. Jody Vallejo

Associate Professor of Sociology and American Studies and Ethnicity
Department of Sociology
Dornsife College of Letters, Arts and Sciences
vallejoj@usc.edu

Claude Zachary [ex officio]

University Archivist/Manuscript Librarian
Doheny Memorial Library
USC Libraries
czachary@usc.edu

Notes

- 1 Brophy, Alfred L. "The University and the Slave: Apology and Its Meaning." In *The Age of Apology: Facing Up to the Past*. Mark Gibney, Rhoda Howard-Hassmann and Jean-Marc Coicaud, eds. (Philadelphia: University of Pennsylvania Press, 2007), pp. 109–119. Brophy, Alfred L. "Forum on Slavery and Universities: Introduction." *Slavery & Abolition* 39, 2 (March 2018): 229-235; Clarke, Max, and Gary Alan Fine. "'A' for Apology: Slavery and the Discourse of Remonstrance in Two American Universities." *History & Memory* 22, 1 (Spring/Summer 2010): 81-112; Harris, Leslie M., James T. Campbell and Alfred L. Brophy, eds. *Slavery and the University: Histories and Legacies*. Athens, GA: University of Georgia Press, 2019; Jordan, Caine, Guy Emerson Mount, and Kai Perry Parker. "'A disgrace to all slave-holders': The University of Chicago's Founding Ties to Slavery and the Path to Reparations." *The Journal of African American History* 103, 1-2 (2018): 163-178; Wilder, Craig Steven. *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities* New York Bloomsbury Press: 2013; Rainville, Lynn. "Roots and Remembrance: The Role and Legacy of Slavery in Higher Education." *Phi Kappa Phi Forum* 99, 4 (Winter 2019): 14-17 Harris, Leslie M. "Higher Education's Reckoning with Slavery." *Academe* 106, 1 (Winter 2020): 31-36.
2. Universities Studying Slavery Roundtable essays, *The Public Historian* 42, 4 (November 2020): 9-62, <https://online.ucpress.edu/tph/issue/42/4>; Georgetown University: Slavery, Memory, and Reconciliation, <http://slavery.georgetown.edu/>; Stein, Sharon. "Universities, Slavery, and the Unthought of Anti-Blackness." *Cultural Dynamics* 28, 2 (2016): 169-187; Penn and Slavery Project. Philadelphia, PA: Penn Libraries, 2017, <http://pennandslaveryproject.org/>; *Slavery and Justice: Report of the Brown University Steering Committee on Slavery and Justice*. Providence, RI: Brown University, 2003, http://brown.edu/Research/Slavery_Justice/report/
3. University of Virginia, Universities Studying Slavery, <https://slavery.virginia.edu/universities-studying-slavery/>
4. See for example: Johns Hopkins University [<https://hardhistory.jhu.edu/>], Colgate University [<https://www.colgate.edu/about/diversity-anti-racism-initiatives>], Duke University [<https://anti-racism.duke.edu/>], Stanford University [<https://provost.stanford.edu/2020/09/23/update-on-ideal-and-racial-justice-initiatives/>], University of Michigan [<https://record.umich.edu/articles/u-m-to-launch-several-new-anti-racism-initiatives/>], and Temple University [<https://news.temple.edu/announcements/2020-09-16/temple-university-commits-more-1-million-combat-racism>].
5. Tiya Miles. "Campus Meets World: Introduction to Universities Studying Slavery Roundtable." *The Public Historian* 42, 4 (November 2020): 10.
6. *Institutional Report for the WSCUC Thematic Pathway for Reaffirmation*, January 6, 2021, p.23, <https://accreditation.usc.edu/wp-content/uploads/sites/3/2021/02/USC-WSCUC-Institutional-Report-210201.pdf>

APPENDIX 1--Committee Membership

CO-CHAIRS

Dr. Robert V. Labaree

Political Science/International Relations Librarian
Library for International and Public Affairs
USC Libraries

Dr. George Sanchez

Professor of American Studies and Ethnicity and History
Department of American Studies and Ethnicity; Department of History
Dornsife College of Letters, Arts and Sciences

MEMBERS

Professor Shafiqah Ahmadi, JD

Co-Director, Center for Education, Identity & Social Justice
Professor of Clinical Education
Rossier School of Education

Dr. Ariela J. Gross

John B. and Alice R. Sharp Professor of Law and History
Co-Director, Center for Law, History, and Culture
Gould School of Law

Dr. Robert Israel

Professor of Obstetrics and Gynecology
Obstetrics/Gynecology
Keck School of Medicine

Dr. Lon Kurashige

Professor of History
Department of History
Dornsife College of Letters, Arts and Sciences

Dr. Steve Ross

Myron and Marian Casden Director of the Casden Institute for the Study of Jewish Role in American Life and Professor of History
Department of History
Dornsife College of Letters, Arts and Sciences

Chiméne Tucker

Communication and Journalism; Gender and LGBT Studies Librarian
Doheny Memorial Library
USC Libraries

Dr. Francille Wilson

Associate Professor of American Studies and Ethnicity, History and Gender and Sexuality Studies
Department of American Studies and Ethnicity
Dornsife College of Letters, Arts and Sciences

Claude Zachary

University Archivist/Manuscript Librarian
Doheny Memorial Library
USC Libraries

SENATE EXECUTIVE BOARD LIAISON**Dr. Dan Pecchenino**

Administrative Vice President, Academic Senate
Associate Professor (Teaching) of Writing
Writing Program
Dornsife College of Letters, Arts and Sciences

APPENDIX 2—Examples of Archival and Preservation Practices at Peer Institutions

STANFORD

The Stanford University Archives serves as the University's collective memory. As a preeminent research center, Stanford has a responsibility to the academic community and to the public to share information regarding its development, its activities and achievements, and its challenges and solutions. The Archives serves as the principal repository for institutional records, faculty and personal papers, publications, associated organization records, and historical materials.

The University Archives was created in 1965 by the Stanford Board of Trustees to collect, preserve, and make available to researchers the historically and legally valuable records of the University and of Stanford community members. These records are broadly defined as all content published or manuscript, text or illustrative, paper or electronic, relating to the University, its various units and individuals.

University policy restricts access to Board of Trustees records for 20 years from date of creation and records of the President and Provost's office for 20 years from end of tenure. Access to student and personnel records are restricted 75 years from date of creation.

The Archives is committed to collecting materials that are inclusive of the broad diversity of our community members, and is also committed to providing equitable access to our collections. While the majority of researchers that access our collections are affiliated with Stanford, the University Archives makes its collections available for research regardless of academic affiliation. University Archives resources support faculty research for publications and teaching purposes, graduate student dissertations, theses, and course work, as well as undergraduate work.

The University Archives serves as an important information source for campus offices (including the President and Provost, Trustees, Development, Alumni Association, Public Affairs, and News Service) and prepares exhibits of its collections both on and off campus. It provides digital surrogates and/or facsimiles of collection materials for student, faculty, and staff publications, as well as for external publications.

The University Archives also provides records management assistance to administrative, academic, and student offices to relieve crowded and costly office storage space of non-current, but historically valuable, records.

COLUMBIA UNIVERSITY

The Columbia University Archives collects, preserves, and provides access to records of enduring historical, legal, fiscal, and/or administrative value to Columbia University from the 18th century to the present. The University Archives, established in 1991, has its roots in the Columbiana Collection, a vast store of Columbia memorabilia including documents, records, artifacts, photographs, and books

which was created in the late 19th century and endowed as a department in 1930. Areas of documentation include contributions to teaching and research; the development of schools, academic departments, institutes, and administrative units; the development of the physical plant; campus and student life; public service; and the University's role in the history of the metropolitan, national, and international communities. Prominent University Archives collections include Office of the President Central Files, Office of the Provost Records, the Historical Photograph Collection, and the University Protest and Activism Collection.

All administrative records of the University are restricted for 25 years and all University Trustees' records are restricted for 50 years from the date of their creation. In addition, student records and other types of private records are restricted for a period of 75 years from the date of their creation.

It is the responsibility of the University Archives to preserve the institutional memory of Columbia University from its founding in 1754 to the present-day. The Archives aims to identify, appraise, collect, describe, preserve and, where appropriate, make available to administrators, researchers, and the general public University records which document the evolution of the University in all its variety including its contributions to teaching and research; the development of schools, academic departments and programs, institutes, and administrative units; campus life; public service; and the University's role in the history of the metropolitan, national, and international communities.

The University Archives also seeks to educate the Columbia community regarding the existence and importance of historical records in the University's offices and to encourage the transfer of historical records to the Archives. In its commitment to the University's overall mission of teaching and learning, the Archives informs the Columbia community and the community of scholars about the wealth and value of its holdings and encourages their use.

PRINCETON UNIVERSITY

Access Policy for University Archives Collections

The Princeton University Archives document the history, growth, and development of the University. The University Archives contains the official administrative records of the University as well as related collections acquired from students, alumni, and other donors.

The University Archives records are available in accordance with access policies of Special Collections, the Princeton University Library, professional standards, and federal law. Researchers agreed to alert staff about the existence of possible confidential information in the Aeon registration agreement and are encouraged to speak to staff in person or utilize the Ask Us! form to convey this information.

University Archives collections are open to the public unless one of the following restrictions applies:

- **Institutional Records may be closed for a period of up to 30 years from the date of their creation as designated by the office of origin in consultation with the University Archivist.** During the restriction period, the office of origin may view these materials, and

other University offices may request permission in writing from the director of the office of origin if they require access for business purposes. Institutional records that were published by the records' creator (e.g. speeches; publications; policies) are open for research immediately upon transfer to the University Archives.

- **Student Academic Files are restricted during the lifetime of the student subject to the provisions of the Federal Family Education and Privacy Rights Acts (FERPA) of 1974.** Student academic files include our collection of Undergraduate Academic files (AC198) and Graduate Alumni Files (AC105), but may be present in other collections.
- **Records that contain FERPA-protected information such as a student's credentials, grade sheets, correspondence, reports, notes, applications, and disciplinary files, when found in other University Archives collections are restricted for 75 years from the date of their creation.** Directory information as defined by FERPA may be released to the public unless the student or their family has requested that the school not disclose directory information about them.
- Faculty and Professional Staff Files are the official records transferred from the Office of the Dean of the Faculty (AC107). **These are closed until 100 years after the person's year of birth or 5 years after the person's year of death, whichever is longer.** Faculty records outside this series that contain similar information (e.g. personnel matters, performance evaluation, medical issues, requests for anonymity, and departmental changes based on personnel matters) are also governed by this policy.
- Records created by student organizations may be restricted at the discretion of the organization in consultation with the University Archivist for an approved limited period to protect personal information or privacy. The restriction will be recorded in the finding aid.
- Records donated by individuals or organizations outside of the University (including alumni) may be restricted at the discretion of the donor for an approved limited period to protect personal information or privacy. The restriction will be made in consultation with the University Archivist and will be recorded in the finding aid.

YALE UNIVERSITY

The Yale University Archives is the official repository for all records of the university that have enduring historical, administrative, or community significance. The archives:

- works with the schools, departments, and offices of the university to appraise the records that they create in the course of their activities and to select those that need to be preserved for future use;
- works with students, alumni, faculty, and friends of the university to collect papers, graphic materials, audio recordings, and objects that document Yale life and history;
- promotes, supports, and sponsors programs and activities that contribute to accessible information, interpretations, and research on Yale history.

Research Use of Yale University Archives

With the exception of materials issued to a University-wide audience, access to university records is restricted for a minimum of thirty-five years from the date the records were created. Such restrictions are established by Yale Corporation regulations.

Policy on Access to Restricted University Records

The following conditions govern which university offices and staff have or can grant permission to access restricted records that have been transferred to the University Archives:

1. The office that created the records retains the right to access those records as needed. It is the responsibility of the head of the office to designate office staff members who have access to the restricted records and notify the University Archives at archives@yale.edu of any authorized requestors. All authorized requestors must be registered with Manuscripts and Archives.
2. Any Yale staff, including university officers (except for the offices of the president and general counsel), who wish to access restricted records of an office other than their own must secure permission from the head of the office that created the records.
3. The University Archives mediates all unauthorized requests for restricted records. Staff will review the requested records to determine whether access may be granted under specific circumstances. If the University Archives is unable to provide access to requested records, staff may forward the request to the Yale Secretary's Office, where the final decision to grant or deny access will be made.

APPENDIX 3—Select Courses Taught at USC and Course Syllabi

I. Relevant courses offered by the American Studies and Ethnicity Department

- AMST 101mgw: Race and Class in Los Angeles (taught by Joshua Mitchell and Chrisshonna Nieva) Analysis of race and the economic, political, gender, and social dimensions of contemporary Los Angeles including topics such as residential segregation, economic inequality, and city politics.
- AMST 250mgw: The African Diaspora (taught by Joshua Mitchell and Chrisshonna Nieva) History, political-economy and aesthetics of the African Diaspora with emphasis on Latin America, the Caribbean, Europe and Africa.
- AMST 285mg: African American Popular Culture (taught by Oneka LaBennett, Rachel Klein, and Aurelien Davennes) Examines history of popular cultural forms such as literature, music, dance, theater, and visual arts produced by and about African Americans.
- AMST 331gw: The Black Atlantic: Narratives of Migration and Travel (taught by Lydie Moudileno) A survey of narratives accounting for the global dimensions of Black migratory experiences between Africa, Europe and the Americas, from early modern trajectories to contemporary times.
- AMST 445: African American Anthropology (taught by Lanita Jacobs) An examination of anthropological research on race and African American culture, from the 18th century to the present. Recommended preparation: AMST-385, ANTH-263
- AMST 452m: Race, Gender and Sexuality (taught by Chris Finley) Examination of sexual discourses in the United States in the context of slavery, empire, sex work, labor markets, schools and prisons.

II. Relevant courses offered by the Gould School of Law

LAW 716 -- *Race and Gender in the Law* (taught by Professor Ariela Gross)

This course will investigate race and gender in the law in two senses: the experience of women and people of color as they have encountered legal institutions and processes; and the role of law in constructing racial and gender identities -- in defining the very meaning of race and gender in American culture. By looking at these issues from a variety of different angles, focusing our attention on the legal understandings and consciousness of women and people of color themselves, the course seeks to promote a deeper understanding of the complex interactions among law, politics and culture. It will draw on legal materials (cases and law review articles) as well as first-person narratives and readings from history, anthropology, and cultural criticism.

LAW 729 -- *Law, Society, and the University: The History of Discrimination* (taught by Professors Ariela Gross and Sam Erman)

This course explores the role of USC in Los Angeles and globally, with particular emphasis on the eugenics movement, anti-Semitism, wartime politics, McCarthyism, student protest, immigration, labor, real estate development, Japanese internment, and race, gender, and sexuality on campus.

Students are producing original research based on supervised work in digital archives, as well as oral histories with alumni. With support from USC Libraries' Scalar Lab, they are producing multimedia projects on aspects of USC's history, which will be housed together in a joint Scalar Project that can be built upon by future research seminars [See Appendix 3]. Professors Erman and Dr. George Sanchez will also be teaching seminars in Fall 2021 building on this work.

LAW 746 -- *Critical Race Theory* (taught by Professor Daria Roithmayr)

This class focuses on an intellectual and political movement called Critical Race Theory, a radical left position on race and law that emerged in law schools in the late 1980s. Critical Race Theory scholarship is unified by two major intellectual and political commitments. First, CRT scholars argue that liberal legal approaches to race, even and especially laws that demand racial neutrality, serve to reproduce white supremacy and racial inequality. For example, the civil rights laws of the 1960s narrowly focused on intentional discrimination and took off the table any legal remedy for structural processes like residential segregation, labor market segmentation and disparate public school financing. Second, CRT scholars argue that law should be used to advance a political commitment to racial empowerment and anti-subordination (for example, by broadly reading the equal protection clause to require a remedy for structural inequality). We will spend much of our time tracing the intellectual history of the movement by reading the key writings that formed the center of the movement. The course will explore the movement's central commitments, as well as its political split-offs, renegades, and disgruntled fellow travelers. In addition, we will explore the trenchant critique of identity politics developed by liberal and conservative scholars in the legal academy, and the debate over the movement's critique of merit. In the context of theoretical argument, specific topics to be covered will include: police brutality, affirmative action in education, hate speech and immigration reform.

LAW --- *Race, Racism, and Law* (elective in 2021-22; required, effective for the incoming class in fall 2021; **Note that this is the first required course of its kind at a top-tier law school in the United States**)

III. Relevant courses offered by the Rossier School of Education that covers a diversity requirement for most of its eleven Masters programs and five doctoral programs.

- EDHP 552: The Politics of Difference (Naddia Palacios, Arely Acuna Avilez, John Duggan, Wanda Quezada, and others) Explores strategies for restructuring institutions of higher education to improve student support and achievement among historically marginalized groups.
- EDUC 523: Challenges in Urban Education: Diversity (taught by Patricia Tobey, Brianna, Hinga, Ester Kim and others) Diversity issues in urban educational settings. Open only to Ed.D. students.
- EDUE 560: Identity and Diversity (taught by Mark Person and Jonathan Wang) Explore the historical and contemporary foundations of hierarchies and relationships of power, sociocultural diversity of experiences and sociopolitical resistance within higher education.

- EDUC 591: Diversity: Power, Equity and Inclusion (taught by Don Trahan and Christine Mendoza) Appraises practices that maintain power; creates strategies to empower individuals and marginalized groups by intervening to achieve equitable outcomes in education, professions and communities.
- EDUC 692: Role of Diversity in Admissions (taught by Deangela Burns-Wallace) Addresses college access, the manifestations of diversity through the admission process, and a primer on the role of identities, demographics, and intersectionality within them.
- EDUE 703: Power, Diversity and Equity (taught by Alan Green, Darline Robles, Raquel Torres-Retana, Xiomara Mateo-Gaxiola, and others) Explores power, diversity and equity through the social, historical, and political lenses as these constructs shape and impact education (P-20) research, policy and professional practice.
- Race and Education (taught by Shaun Harper)
- Ways of Seeing: Applying Social Science and Critical Theories to Education (taught by Tatiana Melguizo and Julie Posselt)

Law 729: Law, Society, and the University: The History of Discrimination

3 Credits, Spring Term 2021, USC Gould School of Law

Monday, 1:40-3:30

<p>Prof. Ariela Gross, agross@law.usc.edu</p> <p>Office Hours:</p>	<p>Prof. Sam Erman, serman@law.usc.edu</p> <p>Office Hours: W 1:30-3:30, https://usc.zoom.us/j/96394471524 (schedule a slot at https://www.signupgenius.com/go/409044AA8AA2CA6FC1-samerman); The office hours normally scheduled for April 7 are rescheduled for April 5, 8:30-10:30 AM instead</p>
<p>Assistant: Michelle Jones, 213-740-2577, mjones@law.usc.edu</p>	<p>Assistant: John Lee, johnlee@law.usc.edu, 213-740-6792</p>

Course Description:

This course will explore the role of the university in the world, using USC as an example. The course will emphasize original research into the twentieth-century history of the university as an active participant in political, economic, ideological, and environmental trends in the city, the nation, and the world. Topics may include the eugenics movement, anti-Semitism and wartime politics, McCarthyism, student protest, immigration, labor, real estate development, city politics, Japanese internment, and race, gender, and sexuality on campus. Students will produce an original research paper based on supervised work in locally accessible and digital archives, and oral histories where possible.

Learning Objectives:

By the end of this course, students will be able to:

- Develop a strategy for researching an open-ended problem
- Assess the validity of primary sources
- Engage in critical assessment of one's own and others' arguments
- Draft, revise, edit, and proofread to produce clear, concise, well-organized writing
- Recognize the value of others' input, demonstrate respect and consideration for others, and work collaboratively to accomplish mutual goals
- Explain the relevance of historical knowledge and methods in analyzing past acts and policies
- Act and speak with integrity, candor, and trustworthiness, guided by independent judgment and a strong moral compass

Prerequisite(s); co-requisite(s), or recommended preparation:

None.

Structure of Class:

The class will meet once per week for 110 minutes. Instruction will include a mixture of discussion, research and paper workshops, group work, student presentations, and an archive visit. Students will conduct original research outside of class and in close (i.e., weekly or biweekly) consultation with instructors outside of class.

Description and Assessment of Assignments:

Students are expected to attend each class and be on time. Students may be late once without an in-class-participation penalty and may also miss one class without an in-class-participation penalty. Any additional tardiness or absence will result in an “in-class participation” penalty. Providing advance notice of tardiness or an absence will result in a smaller penalty. Tardiness or absence as a result of a job interview will not be penalized.

Students are expected to participate in class consistently and substantively. To receive full in-class participation credit, a student must make substantive contributions to classroom discussion while also demonstrating active listening. Substantive contributions mean creative, critical engagement with the assigned texts, with materials that other students present in class, and with each other’s comments. As a rough guide, a student who does not speak in class or who is not present for the entire class time is not meeting minimum participation expectations. A student who is absent cannot receive participation credit for that class.

This seminar joins a national trend of universities and their students unearthing, acknowledging, and grappling with the reality that universities have unsavory aspects of their histories as well as commendable ones. These reappraisals have gone furthest in the realm of slavery studies, where universities have formed a consortium to study their historical entanglements with the institution. But schools are also struggling with many other such other difficult legacies. Some of the best work in this area has emerged from seminar students, a model that this seminar seeks to emulate.

Hence, the heart of the seminar is students’ research into the historical roles that the University of Southern California has played in Los Angeles, California, and the broader world. Because original archival research and historical argumentation may be unfamiliar to many students, the course is structured to allow students to work cooperatively and learn and practice these skills as they utilize them. In addition, Covid19 has closed libraries and archives and placed constraints on our ability to conduct research. Hence, rather than produce traditional research papers, the final work product can take the form of a research proposal, in which students complete the background history and make preliminary findings, and set out an agenda for further research once archives become available. Alternatively, students can produce a multimedia final project that is substantively equivalent to a paper.

Each group of three students will choose a topic, produce a research prospectus for their final project, conduct research and share it with the class, submit a prospectus for their research proposal, create a project outline, turn in a project draft, present the findings to the class, and then complete a final research proposal or multimedia project. Students will receive regular guidance and feedback from the instructors through comments on their various assignments and from regular (i.e., weekly or biweekly) meetings with instructors outside of class. We will use a dedicated Slack channel for the class to discuss research and share documents.

The final project should be 60 pages in length or the equivalent (40 pages for two-person teams; 80 pages for four-person teams). It should be double spaced, Courier, 12 point font, one-inch margins, with 12 point double-spaced footnotes. Students may use any citation style that they choose, so long as it is consistent and comprehensible. The research proposal should include a table of contents and a bibliography.

Students will submit all written work on blackboard via its Turnitin tool. The law school's IT help desk is available to answer any questions about how that process works.

Grading Breakdown:

In-class participation (15%)

Intermediate primary sources project (25%)

Group presentation (15%)

Final group research proposal/project (45%)

Required Materials:

All other assigned readings may be found on Blackboard.

Optional Materials:

None.

Course Schedule: A Weekly Breakdown

1. 1/11: Renaming as Reckoning, Remembering, and Forgetting
 - John Fabian Witt et al., *Yale's Report of the Committee to Establish Principles on Renaming* (Nov. 21, 2016)
 - "USC removes name of former president from building," LA Times, June 11, 2020.

1/18 NO CLASS: MLK DAY

2. 1/25: Slavery and the University
 - Leslie M. Harris, James T. Campbell, and Alfred L. Brophy eds., *Slavery and The University: Histories and Legacies* (Athens: University of Georgia Press, 2019), excerpts.
 - Craig Stevens Wilder, *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities* (New York: Bloomsbury Press, 2013), excerpt.
 - Martha S. Jones, "The Founder of Johns Hopkins Owned Slaves. The University must face a reckoning," Washington Post, Dec. 9, 2020.
 - Visitor: Leslie M. Harris; Choose teams in class

3. 2/1: Doing Oral History

- Capturing The Living Past: An Oral History Primer, https://www.oralhistory.org/wp-content/uploads/2018/06/Capturing_the_Living_Past_-_An_Oral_History_Primer-3.pdf
- Maria Varela Oral History, Library of Congress, <https://www.loc.gov/item/2016655434/>
- Tom & Ethel Bradley Center at California State University Northridge, Excerpts 1-6 from Oral History of Yvonne Braithwaite Burke <https://www.youtube.com/c/TomEthelBradleyCenterCSUNamc/videos>

--Topics due by midnight following class

4. 2/8: Student Research on Their Universities

- Sven Beckert, Katherine Stevens, and the students of the Harvard and Slavery Research Seminar, *Harvard and Slavery: Seeking a Forgotten History* (2011).
- Maria-Isabella Prack, "Campus-Community Relationships: A Case Study of the University of Southern California and an Overview of Town-Gown Alternatives," (B.A. thesis, Occidental College, Apr. 2004)
- Choose and read one article from USC's Beacon Project (collected on Blackboard)
- Choose and read one student paper to read from Columbia University's seminars on Slavery at Columbia (<https://columbiaandslavery.columbia.edu/student-research>)
- Be prepared to present the article and paper that you chose to the class. Plan to discuss what new information the article presents and what argument it makes as to why this new information is important

5. 2/16 (TUESDAY): Introduction to Digital Archives

- Exploring ditigallibrary.usc.edu/cdm/collections

6. 2/22: Getting the Documents to Speak I

- Each group assigns one or more primary sources that they have uncovered to be discussed in seminar

--1-page research prospectus for the research proposal due by midnight following class

7. 3/1: Los Angeles History

- Mike Davis, *City of Quartz: Excavating the Future in Los Angeles* (London: Verso, 1990), 100-149
- Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* (Berkeley: University of California Press, 2001), 1-16, 120-157

8. 3/9 (TUESDAY): Getting the Documents to Speak II

- Each group assigns one or more primary sources that they have uncovered to be discussed in seminar

--prospectus for research proposal due by midnight following class

9. 3/15: Research Week: Research groups meet individually with instructors during the scheduled seminar time
 - Continue research and writing
10. 3/25 (THURSDAY): Getting the Arguments to Gel I
 - Half of groups assign detailed paper outlines
11. 3/29: Getting the Arguments to Gel II
 - Remaining half of groups assign detailed paper outlines
12. 4/7 (WEDNESDAY): Research Week: Research groups meet individually with instructors during the scheduled seminar time
 - Continue research and writing
13. 4/12: Group Presentations
 - Readings to be assigned by presentations groups

--Draft research proposal due by midnight following class

NO CLASS WELLNESS DAY

14. 4/26: Group Presentations
 - Readings to be assigned by presentations groups

Final research proposal due 5PM on the last day of exam period.

Statement on Academic Conduct and Support Systems

Statement on Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Statement on Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

- Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

- Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

- Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

- Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support

- Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

- Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa

- Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

- Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

- Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

- Non-emergency assistance or information.

Law 320: Law, Slavery, and Race

Units: 4

Fall 2020 – M. W. (10 – 11:20 a.m.)

Location: ZOOM (enter through Blackboard)

Instructor: Professor Ariela Gross

Office: ZOOM 286-487-1816

Office Hours: M. W. (11:20 a.m. – 12 noon)

Contact Info: agross@law.usc.edu

Teaching Assistant:

Craig Farner, craig.farner.2021@lawmail.usc.edu

Office Hours: By Appointment

COURSE DESCRIPTION: This course will explore the interaction of law, slavery and race in the United States, as well as from a comparative perspective. We will read original documents, including excerpts of trial transcripts, appellate opinions, treatises, codes, and first-person narratives. We will study the way law, politics and culture interacted to shape the institution of slavery and the development of modern conceptions of race. Course lectures and discussions will focus on questions such as: Did different legal regimes (Spanish, French, British) foster different systems of race and slavery in the Americas? How did/does law work “on the ground” to shape the production of racial hierarchy and creation of racial identities? In what ways did slavery influence the U.S. Constitution? How has race shaped citizenship in the U.S., and how can we compare it to other constitutional regimes? How did race shape systems of labor and criminal justice, from Reconstruction through the present day? How have civil rights movements shaped the law during the twentieth century, and how has the meaning of “civil rights” changed? How have race, gender, and sexuality intersected in the regulation of families, marriage, sexual violence and sexual harassment, from slavery through the present day? The course will begin with the origins of New World slavery, race and racism, and move chronologically to the present day.

No Prerequisites or co-requisites

COURSE OBJECTIVES: This course aims to teach students legal and historical approaches to analyzing important social problems. Students will learn the history of a key institution in the United States and the Atlantic world, slavery; understand how ideas about race developed through legal and cultural practices; analyze key texts on the topics of law, slavery, and race; and understand the connections between slavery in the past and regimes of racial inequality in the present. Students will learn to read legal materials, including trial records, appellate judicial opinions, and statutes, and to use those sources as evidence for legal and historical arguments.

EVALUATION AND EXAMINATION:

Participation/Blackboard (20% of grade): All students will be required to attend class on Zoom, to read the assigned readings, and to participate in classroom discussion as well as discussion on Blackboard. If you cannot attend on Zoom synchronously because of illness, care responsibilities, time zone or technological issues on a given day, please let me know, and I will give you an alternate way to participate. All Zoom classes will be required.

Students will be assigned randomly to “panels” of 6 or 7 people who will be on call for each class to answer questions or raise issues for discussion. We may also at times divide into breakout rooms in panels or in other random configurations to discuss a particular question. I will post ahead of time questions to consider for class and be prepared to discuss.

Students will be required to submit two discussion questions for your section each week that there is a discussion section; questions are due three hours before discussion section. Participation will be evaluated by students’ preparation, thoughtfulness, respect for others, and performance on short written reflections.

Examinations (40% of grade): There will be one midterm exam will count for 15% of the grade, format TBA. This exam will emphasize knowledge of the reading and material presented in class for the first half of the course. The final exam (25%) will be a take-home essay that will cover primarily but not exclusively material from after the midterm. Final exams will be due according to the day and time published in the Schedule of Class. Students with documented learning disabilities can be accommodated for examinations (as needed) by the University’s Office of Disability Services and Program (DSP), located in Student Union 301, Mon-Fri 8:30 a.m. - 5 p.m., 740-0776.

Papers (40% of grade): Students will write one 5-7 page paper (15%) and one 7-10 page paper (25%). For each paper, students will be provided with several topics to choose among. Students may also design their own paper topic in consultation with the course TA. Papers will be graded down 1/3 of a grade for each day (1-24 hours) late. You cannot pass the course without turning in both papers.

Paper 1 (5-7 pages) is due at noon on Wednesday, September 16; the course TA will not answer questions regarding Paper 1 after 9:00 pm of Tuesday, September 15. Paper 2 (7-10 pages) is due at noon on Monday, November 2; the course TA will not answer questions regarding Paper 2 after 9:00 pm of Sunday, November 1.

Extra Credit: There will be occasional extra credit events throughout the semester, usually Wednesdays at 12-1 pm. They will involve reading ahead of time and preparing a short reflection on the reading

and/or talk or presentation. Extra credit events will count the equivalent of participation and discussion questions for one class.

Also, there are optional readings on the syllabus (and on Blackboard) throughout the semester. You may, for extra credit, read and prepare a 5- minute presentation on the optional reading for any class period where there is optional reading assigned.

COURSE MATERIALS: The assigned materials will be posted on the class Blackboard page, under “Readings.”

Students occasionally seek recommendations for more general overviews of American legal history, as well as on American history more generally. Two overviews of American legal history are Kermit Hall, *The Magic Mirror* (1991) and Lawrence Friedman, *A History of American Law* (3d ed. 2005). For those who feel in need of more basic background in U.S. history, Brands et al., *American Stories* (4th ed. 2017) is an excellent U.S. history textbook (of which I’m a coauthor □) and *The Cambridge History of Law in America* is a very good collection of essays on legal history. I am also happy to discuss individually with student’s other sources that may be of help. From time to time, I will post on the class page links to some of the numerous useful websites that treat in depth various matters relevant to the course.

COURSE SCHEDULE AND READING ASSIGNMENTS:

August 17, 2020

1. Introduction: What Is Slavery? What is Race?

August 19, 2020

2. Origins of New World Slavery, The Slave Trade, Race and Law

VIDEO: Slave Ship in 3D (4 min.): <https://slavevoyages.org/voyage/ship#slave->

David Brion Davis, "The Origins and Nature of New World Slavery," *Challenging the Boundaries of Slavery*.

“The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself.” Vol 1: Chap. II. [Docsouth.unc.edu/neh/equiano1/equiano1.html#p45](https://docsouth.unc.edu/neh/equiano1/equiano1.html#p45)

August 24, 2020

3. Slave Codes and “Legal Transplants”

Las Siete Partidas, Title XXI Concerning Slaves (1251-65).

Code Noir (1685).

Carolina Act for the Better Ordering of Slaves (1690).

Optional:

Christopher Tomlins, *Freedom Bound: Law, Labor and Civic Identity in Colonizing English America, 1580-1865*, 401-508.

Discussion Section #1: Close readings of Slave Codes (Las Siete Partidas, Code Noir, and Carolina Act)

August 26, 2020

4. Race in the Colonial Era

Kathleen Brown, "Engendering Racial Difference, 1650-1670," Chapter 4 of *Good Wives, Nasty Wenches, Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*.

Maria Elena Martinez, "The Black Blood of New Spain: Limpieza de Sangre, Racial Violence, and Gendered Power in Early Colonial Mexico," *Wm. & Mary Q.* (2004).

Optional:

Jennifer L. Morgan, "Some Could Suckle Over Their Shoulder": Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1700."

August 31, 2020

5. Slavery and Freedom: Manumission and Freedom Suits - Comparisons

Alejandro de la Fuente & Ariela Gross, *Becoming Free, Becoming Black: Race, Freedom, and Law in Cuba, Louisiana, and Virginia*, excerpts.

Selected freedom suits from St. Louis Circuit Court Records, Virginia Chancery Court Records.

Optional:

Martha Jones, "Leave of Court: African-American Claims-Making in the Age of Dred Scott v. Sandford."

Keila Grinberg, "Freedom Suits and Civil Law in Brazil and the United States."

September 2, 2020

6. Race in the U.S. and Latin America, Nineteenth Century

Morrison v. White, Trial Transcript (1858).

Bryan v. Walton, Trial Transcript (1853, 1856, 1864).

Ariela Gross, *What Blood Won't Tell*, Introduction & Chaps. 1-2.

Optional:

Richard Turits, "Race Beyond the Plantation: Slavery, Free Persons of African Descent, and the Problem of Collective Identities in Spanish Santo Domingo."

Tanya Kateri Hernandez, "Spanish American whitening the race – the un(written) laws of 'blanqueamiento' and 'mestizaje,'" *Racial Subordination in Latin America*.

Discussion Section #2: Close readings of freedom suits (choose from online sources)

September 7, 2020: No Class: Labor Day Holiday

September 9, 2020

7. Slavery, Race and Sexuality

Adrienne Davis, "Don't Let Nobody Bother Yo Principle": The Sexual Economy of Slavery."

State v. Celia, A Slave (trial transcript & online materials).

Harriet Jacobs, *The Autobiography of Linda Brent*, excerpts.

Optional: Materials from The Celia Project.

September 14, 2020

9. The Law and Commerce of Slavery

Johnson v. Wideman, 24 S.C.L. 325 (1839).

Icar v. Soares (transcript).

Henry Bibb, *Narrative of the Life of Henry Bibb, an American Slave*, 101-11 (Chapter IX).

Solomon Northup, *Twelve Years a Slave* (1853) 78-88 (Chapter VI).

Gross, *Slavery, Antislavery & The Coming of The Civil War*, 280-98.

Optional: Debra Blumenthal, *Enemies and Familiars: Slavery and Mastery in Fifteenth-Century Valencia*, "Talking Tools."

Discussion Section #3: Close readings of Celia case materials

September 16, 2020: Paper 1 due by 12:00 P.M. on Wednesday

10. Slavery and Criminal Law

State v. Mann.

State v. Will.

Sally Hadden, *Slave Patrols*, excerpts.

Slave Code of North Carolina (1854) (excerpts)

T.R.R. Cobb, *An Inquiry into the Law of Negro Slavery in the United States of America* (1858), 36-41, 97-101

Optional: Eugene Genovese and James Oakes on *State v. Will* and *State v. Mann*.

Discussion Section #4: Close readings of *State v. Mann*, *State v. Will*, and codes

September 21, 2020

11. Slavery and the U.S. Constitution, Part I: National Politics

Slavery-Related clauses of the U.S. Constitution.

Frederick Douglass, *Speech on The Dred Scott Decision*.

John C. Calhoun, *Resolutions*.

Ariela Gross, *"Slavery, Antislavery & The Coming of the Civil War,"* 298-312.

September 23, 2020

12. Slavery and the U.S. Constitution, Part II: The Federal System

Somerset v. Stewart, Lofft 1, 98 Eng. Rep. 499 (K.B. 1772)

Dred Scott v. Sandford.

Optional: Prigg v. Pennsylvania.

Discussion Section #5: Mid-Term Review

September 25, 2020: EXTRA CREDIT EVENT: Book Panel on Becoming Free, Becoming Black: Race, Freedom, and Law in Cuba, Virginia, and Louisiana with Alejandro de la Fuente, Ariela Gross, Adrienne Davis, Michelle McKinley, Sven Beckert, and moderator Sam Erman. 12-1:15 pm

September 28, 2020: Class Cancelled: Yom Kippur

September 30, 2020 In Class Midterm.

October 5, 2020

13. Emancipation and the Meaning of Freedom

Reconstruction Chronology – U.S.

Mississippi "Black Code" (1866)

Congressional Joint Committee on Reconstruction (1866) -- Hearings on Mississippi

The Reconstruction Amendments

Letter from Jourdan Anderson to his former master.

VIDEO: Reconstruction, episode 1.

Report of Colonel Aurelio Aguilera, Guantanamo, 1879.

The case of Andreas Queseda.

Optional: C. Vann Woodward, "Forgotten Alternatives"; Henry Ravenel's Journal and selected WPA narratives; Leon Litwack, *Been In The Storm So Long*, 263-74.

Discussion Section #6: Discuss research paper, topics, and strategies

October 7, 2020

14. Citizenship after Slavery

Civil Rights Act of 1875.

Civil Rights Cases (1883)

Plessy v. Ferguson.

Rebecca Scott, "Public Rights, Social Equality, and the Conceptual Roots of the Plessy Challenge."

Optional: Rebecca Scott, *Degrees of Freedom: Louisiana and Cuba after Slavery* (2005), 253-269.

October 12, 2020

15. African American Marriage and Citizenship During Reconstruction

Nancy F. Cott, *Public Vows*, 77-104

Tera Hunter, *Bound in Wedlock*, chap. 6.

Optional: Laura Edwards, "Marriage is the Foundation of all our Rights"

Discussion Section #7: What are civil rights? What is citizenship?

October 14, 2020

16. Post-slavery Labor Systems

A Sharecropper's Contract (1882)

David M. Oshinsky, "American Siberia," Chapter Three of *Worse Than Slavery*: Parchman Farm and the Ordeal of Jim Crow Justice (New York: Free Press, 1996), 55-84

Walter F. White, "'Work or Fight' in the South," *The New Republic*, 18 (March 1, 1919), 144-46

Optional: Pete Daniel, "The Vortex of Peonage," in *The Shadow of Slavery: Peonage in the South, 1901-1969* (Champaign-Urbana: Univ. of Illinois Press, 1972), 19-42

October 19, 2020

17. Lynch Law and Disfranchisement

Ida B. Wells-Barnett, *Southern Horrors: Lynch Law in All Its Phases* (1892), reprinted in Trudier Harris, comp., *Selected Works of Ida B. Wells-Barnett* (New York: Oxford University Press, 1991), 14-45, and in Jacqueline Jones Royster, ed., *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900* (Boston: Bedford Books, 1997), 49-72

Robert M. Goldman, "Massacre at Colfax Courthouse," Chapter 3 of *Reconstruction and Black Suffrage: Losing the Vote in Reese and Cruikshank* (Univ. of Kansas Press, 2001), 42-51

Narrative of Leon Alexander, in *Remembering Jim Crow*, William Chafe et al., eds. (New York: New Press, 2001)

Discussion Section #8: Close reading of Class 17 materials.

October 21, 2020

18. Race and Jim Crow in the Twentieth Century, Part I: The Scottsboro Case

Film: *Scottsboro: An American Tragedy*

EXTRA CREDIT EVENT: Conversation between J. Morgan Kousser and Franita Tolson on Race and Voting Rights, 12-1 p.m.

October 26, 2020

19. Race and Jim Crow in the Twentieth Century, Part II: Interracial Marriage, Immigration, and the Definition of Whiteness

Peggy Pascoe, "Miscegenation Law, Court Cases, and Ideologies of 'Race' In Twentieth-Century America," 83 *J. Amer. Hist.* 44 (June 1996).

U.S. v. Thind (1923)

Optional:

Tanya Kateri Hernandez, "Spanish American whitening the race – the un(written) laws of 'blanqueamiento' and 'mestizaje,'" *Racial Subordination in Latin America*.

Gross, *What Blood Won't Tell*, Chap. 3

Discussion Section #9: Discuss *Scottsboro: An American Tragedy*.

October 28, 2020

20. Race and Jim Crow in the Twentieth Century, Part III: Criminal Justice

Elizabeth Hinton, *From The War on Poverty to the War on Crime: The Making of Mass Incarceration in America*, Introduction & ch. 9.

Optional: Michelle Alexander, *The New Jim Crow*, chap. 6.

November 2, 2020: Paper 2 due by 12:00 P.M. on Monday

21. Race and Jim Crow in the Twentieth Century U.S., Part IV: Housing and Economic Opportunity

Ira Katznelson, *When Affirmative Action Was White*, chaps 1-2.

Richard Rothstein, *The Color of Law*.

Optional: Beryl Satter, *Family Properties: How the Struggle Over Race and Real Estate Transformed Chicago and Urban America*, chap. 2.

Discussion Section #10: Close reading of Class 21 materials.

November 4, 2020

22. Race and Civil Rights: Part I

Risa Goluboff, *The Lost Promise of Civil Rights*, excerpts.

Ken Mack, *Representing The Race*, excerpts.

November 9, 2020

23. Race and Civil Rights: Part II

Westminster v. Mendez

Ariela Gross, “The Caucasian Cloak.”

Brown v. Board of Education

Milliken v. Bradley

Derrick Bell, Brown v. Board of Education and the Interest Convergence Dilemma

Discussion Section #11: What difference did Brown make?

November 11, 2020

24. Race Today: The Memory of Slavery, Reparations Movements and Racial Politics Today

Black Lives Matter materials

Nikole Hannah Jones on Reparations

Mayor Mitch Landrieu’s Speech on Confederate Monuments

Optional: Ariela Gross, “‘All Born to Freedom’: Comparing the Law and Politics of Race and the Memory of Slavery in the U.S. and France”

Discussion Section #13: What difference does history make?

Take-Home Exam

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men

<http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Writing 340: Advanced Writing in the Arts and Humanities

Race, Freedom, Subjectivity and Time

Section 65260 | Spring 2021

"I can't think about that now, I'll go crazy if I do – I'll think about that tomorrow!"

-Scarlett O'Hara, *Gone with the Wind*

"History, I contend, is the present – we, with every breath we take, every move we make, are History – and what goes around, comes around." - James Baldwin, *Evidence of Things Not Seen*

Instructor: Meridith M. Kruse, PhD

Email: meriditk@usc.edu

Office Hours: By Appointment

Class Dates: T-TH

Time: 12:30-:50pm

Location: Online

Course Objectives

Writing 340 provides an opportunity for you to acquire a set of interrelated skills:

- The development of critical reading skills that will enable you to employ vital conceptual tools from relevant theoretical texts in the Arts and Humanities
- The ability to extend your thinking beyond surface-level ideas to offer thought-provoking, original, and pertinent arguments on pressing issues of our day
- The capacity to engage, persuade, and communicate cogently to various audiences
- The cultivation of sound rhetorical judgment, including the ability to identify consequential issues and ground your writing in a significant purpose
- Facility with grammatical, style, and genre conventions

Advanced Writing in Arts and Humanities: Focus on Race, Freedom, Subjectivity, and Time

By engaging with submerged histories, the content of this course invites students to consider how freedom has been tethered to servitude via the requirements of liberal subjectivity in America. Affirming James Baldwin's sense that "history – is the present," we will move beyond surface-level, sentimentalist narratives such as *Gone with the Wind* in search of a fuller picture of our current historical present in America as it relates to race, freedom, and subjectivity. Toward this goal, we will watch critically acclaimed documentaries such as Ava DuVernay's *13th*, read groundbreaking work by leading humanities scholar Professor Saidiya Hartman, and revisit USC's own suppressed ties to the white supremacist science of eugenics.

In the first half of the semester, students will have the opportunity to engage a range of course materials and discuss them intimately with one another. We will use WP-1 and WP-2 to develop an understanding of vital theoretical concepts and write an open letter to our USC community about what we have just read. In the second half of the semester, students will have a chance to turn directly to a specific topic of their own choosing for WP-3 and WP-4. In particular, students will be invited to select a contemporary, pressing social issue and compose two, inter-related argumentative essays about this important matter for the wider Arts and Humanities academic discourse community.

Course Components

Learning Communities: A Place to Have Deeper Discussions and Hold Group Conferences

Early in the semester, students will be placed in a specific "learning communities" (LC1 or LC2) that will meet as indicated on the course schedule via our regular zoom link. When they occur, these LCs will take the place of our "whole class meetings" such that a student only need attend their specific LC for these particular weeks. However, be sure to regularly check the syllabus as we will move between whole class meetings and LCs during the semester and failure to attend either of these events will result in an absence.

The goal, in creating these smaller groups, is to allow deeper conversations to develop between students about the course readings and current events. These communities will also be the place where students can get to know one another more closely as writers and offer valuable peer-to-peer feedback later in the semester during group conferences.

Once you are assigned a learning community (LC) be sure to check the course schedule at the end of this syllabus to stay up-to-date on the specific dates when your LC will meet on zoom as missing your LC will result in an absence from the class. If your LC is not scheduled to meet, you should use this time to complete your other course assignments.

*Note: if you are in a time zone that will not allow you to attend our synchronous whole class meetings nor your synchronous learning community sessions, please ask me for an alternative schedule and list of assignments for participation.

Writing Projects

You will be asked to complete four writing projects during the course of the semester. These projects build upon skills developed across the course such that later projects will be weighted more fully than earlier ones. I will pass out a prompt for each writing project that will include the specific rubric I will use to assess that particular project.

Final Portfolio

At the end of the semester, you will be asked to submit a Final Portfolio. The Final Portfolio will consist of a revision of either WP-1 or Wp-2 and Writing Project #4. We will focus class time at the end of the term on these revisions and preparing the final portfolio.

Reading Materials

The required reading materials for this course are located on USC Library's Electronic Course Reserve system "ARES," which can be accessed at: <https://reserves.usc.edu/ares/>

To gain entry to the above link, you will need to log-in using your USC NetID (username) and Password. Once you have accessed the ARES link/system at USC, you should search by Instructor Last Name (i.e. "Kruse") to find the specific reserve materials for this course.

Grading

I will evaluate each writing project based on a specific rubric tailored for that assignment and distributed with it. The specific grading allotments for each component of the course are:

Participation	20%
Writing Project 1	10%
Writing Project 2	15%
Writing Project 3	15%
Writing Project 4 (draft)	10%
Final Portfolio	30%

Course Policies

Class Participation:

Quality participation is at the heart of our course. Students are expected to print off the assigned texts ahead of class, read them carefully, and come to class prepared to discuss them with their colleagues. I will assess participation based on *the quality of participation* more than quantity. By "quality" I mean (1) *thoughtfully choosing one's words to speak in a way that adds insight to our discussion of the text or current events* as well as (2) *raising vital questions that merit the entire group's focus*. When speaking, students should aim to further the depth of the discussion as a whole in a meaningful way. By quality I also mean (3) *actively listening to the views and experiences of others* and (4) *responding in a way that acknowledges others' viewpoints and concerns rather than ignoring them*.

Some of the readings for this course are difficult and theoretically challenging. Thus, you will need to employ a set of *active reading practices* to engage with them in order to prepare to take part in a quality discussion about the course materials with your peers. Active reading practices

may include: *underlining main points, making marginal notes to record your reactions and questions about the text, re-reading as well as lingering with difficult sentences or paragraphs, etc.*

My advice for preparing well for class discussion:

Print out a hard copy of the text and **actively engage with the surface of this text** in a way that allows you to wrestle with and appreciate the complexity of the text as well as answer the following questions in our learning community discussions:

(1) What are the author's main points? (2) What key ideas and stylistic choices do you find compelling in this work? (3) What were 2-3 difficult ideas that you did not initially understand but then worked through? (4) What questions do you have from this text you'd like to ask your peers? Including: what might be the relevance of the ideas in this text to current events?

Note: If you are absent, it is your responsibility to consult the course Schedule and do the assigned reading ahead of class in order to be able to earn credit for quality participation.

Note: if you are in a time zone that will not allow you to attend our synchronous class, please ask me for the alternate set of assignments for participation (as well as due dates for these assignments) in order to fulfill the requirements of this portion of the course grade.

Attendance

Good attendance is crucial. **You are allowed two absences from class without penalty or any need for explanation.** Save two absences for times when you are unable to make it to class due to a scheduling conflict or because of a health issue. I do not need any explanation for these first two absences you can simply take them without need for explanation. However, after these two "free" absences, your grade will be impacted.

If you miss the equivalent of 3 weeks of class (or 6 class periods) you will be in danger of automatically fail the course, as per USC Writing Program policy.

Coming to class late and leaving early is disruptive so try not to engage in this behavior. Given that life happens, I allow students to arrive late **twice** without penalty for emergency situations. After this, coming to class late will count as an absence.

*If you are unable to attend class due to Time Zone Realities, contact me at the start of the semester so I can share with you, alternative requirements for attendance + participation.

*If you have an emergency health needs due to co-vid, contact me and we can make a plan.

Policies for Writing Projects

- Writing Projects are due to TurnItIn on the date indicated in the syllabus Schedule.

- If you are absent from class on the day a Writing Project prompt is *distributed*, it is your responsibility to go on Blackboard and download the prompt to get caught up.
- Late Writing Projects will be penalized one step-grade (i.e. B to B-) for each day they are late after the official due date.
- You will be allowed **one grace period** to use on any of the first three Writing Projects. This means that you can submit 1 essay 1 class session after it is due (i.e. on Thursday if it was due on a Tuesday) without any penalty or need for explanation.
- Please note that the grace period option does not apply to Writing Project 4 nor the Final Portfolio as we will be at the end of the semester at this time.

Formatting

Include your name, section #, and either the Assignment # or Writing Project # at the top of the page. I prefer page numbers to be centered at bottom of page. Papers should be typed using a 12-point font and have one-inch margins. Also, all papers should follow MLA standards for grammar and citation (check *MLA citation rules* online if you have questions). To secure this formatting does not change submit files as a PDF to TurnItIn.

Deviation/experimentation in form is encouraged if it effectively serves your argument, bUT dON'T jUST pLAY WITH fOrM UnLeSs YoU hAVe a PolnT tO mAKE ☺

Helpful Resources

Students with Special Needs

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.-5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

The Writing Center

The Writing Center offers writing workshops, as well as one-on-one appointments with Writing Consultants. Scheduled appointments are recommended. The Writing Center is located in Taper 216 and they can be reached at (213-740-3691). You can visit their website at <http://dornsife.usc.edu/writingcenter/>.

Blackboard

I have set up a Blackboard site for our class. Here you will find a copy of our syllabus as well as the prompts for each Writing Project. If you miss class on the day a prompt is distributed, you can go to Blackboard to download it and get caught up. Blackboard is also where you will find the specific TurnItIn folders where you will be able to submit particular Writing Projects.

Email Assistance

Please check your USC email at least once a day M-F. I will try to make announcements in class but as we only meet twice a week it may be necessary for me to communicate with you via email. In turn, I will check my USC email account at least once a day M-F to see if you have any pressing questions for me.

Zoom

Due to the pandemic, we will hold all of our class meetings on zoom. I will email you the zoom invitation/link prior to the semester. Please use this same link to join class across the semester.

WRIT 340 Schedule (to be revised as needed) A: Assigned, D: Due

Week #	Tuesday	Thursday
1 1.19 ~ 1.21	Welcome to Writing 340 Introductions, Course Syllabus and Policies A: Watch “13 th ”	Announce Learning Communities Whole Class Discussion of “13 th ” A: Read “Introduction,” <i>Scenes of Subjection</i>
2 1.26 ~ 1.28	Learning Community 1 Discuss “Introduction” to <i>Scenes of Subjection</i> (pages 3-14) A: “Fashioning Obligation” (125-163)	Learning Community 2 Discuss “Introduction” to <i>Scenes of Subjection</i> (pages 3-14) A: “Fashioning Obligation” (125-163)
3 2.2 ~ 2.4	Learning Community 1 Discuss “Fashioning Obligation” A: WP-1	Learning Community 2 Discuss “Fashioning Obligation” A: WP-1
4 2.9 ~ 2.11	Whole Class Meeting: Intro to Eugenics Due: WP-1 A: Read “Eugenics and the State” (1-11)	No Class, Use Time to Prepare for your LC’s Discussion of “Eugenics and the State”
5 2.16 ~ 2.18	Learning Community 1 Discuss “Eugenics and the State” A: Read <i>Wayward Lives</i>	Learning Community 2 Discuss “Eugenics and the State” A: Read <i>Wayward Lives</i>
6 2.23 ~ 2.25	Learning Community 1 Discuss: <i>Wayward Lives</i> A: WP-2	Learning Community 2 Discuss: <i>Wayward Lives</i> A: WP-2

7 3.2 ~ 3.4	Whole Class Meeting Planning for WP-2: Look at Sample Essay A: Create a Rough Plan for WP-2	Whole Class Meeting Share Rough Plans
8 3.9 ~ 3.11	Whole Class Meeting Due: WP-2 Introduce WP-3, A: Choose a Social Issue	Whole Class Meeting Discuss Ways to Structure WP-3 A: Create a Rough Plan for WP-3
9 3.16 ~ 3.18	Learning Community 1 Share Ideas for Social Issues + Rough Plans	Learning Community 2: Share Ideas for Social Issues + Rough Plans
10 3.23~3.25	No Class, Wellness Day	Whole Class Meeting Due: WP-3, Introduce WP-4 + Portfolio
11 3.30 ~ 4.1	Whole Class Meeting Discuss Ways to Structure WP-4 Share Sample WP-4 A: Brainstorm Artists	Whole Class Meeting Share Ideas for Artists Who Enable Deeper Thought on Your Social Issue A: Compose a Rough Plan for Your WP-4
12 4.6~ 4.8	Learning Community 1 Share Rough Plans A: Compose Rough Draft of Your WP-4	Learning Community 2 Share Rough Plans Compose Rough Draft of Your WP-4
13 4.13 ~ 4.15	Learning Community 1 Share WP-4 Drafts and Feedback Desired	Learning Community 2 Share WP-4 Drafts and Feedback Desired
14 4.20~4.22	Wellness Day, No Class	Wellness Day, No Class
15 4.27~4.29	Learning Community 1 Give Feedback on drafts for Final Revisions	Learning Community 2 Give Feedback on drafts for Final Revisions

***Final Portfolio Due to Turnitin Sunday May 2nd at Midnight PST**

Statements On Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are

equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and micro-aggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime. Goal is to Provide overall safety to USC community. <http://dps.usc.edu>

Writing 340: Advanced Writing in the Arts and Humanities

Kruse, WP-2

Due: **Tuesday March 9th**

The VonKleinsmid Center: Now What?

Purpose

This second essay provides an opportunity to compose a thesis-driven argument for a public audience in the form of an open letter to the USC community on a current issue. In particular, we will consider how to present a clear and thought-provoking central claim, employ compelling evidence and examples to support your position, as well as navigate key counter-arguments to one's thesis in order to explore the complexity of the issue at hand.

Readings

VonKleinsmid, Rufus. "Eugenics and the State," Cincinnati Academy of Medicine, May 1913. (required)

Hartman, Saidiya. *Wayward Lives, Beautiful Experiments*. W. W. Norton & Company, New York, 2019. (optional)

2-3 additional outside sources of your own choosing as needed to illustrate your claims

Premise

This past summer, in the wake of the death of George Floyd and nationwide protests against racism and police brutality, USC President Carol Folt announced the VonKleinsmid Center would be renamed as part of our university's commitment to "diversity, equity, and inclusion." Local anti-racist advocates had been pushing for this change for decades due to VonKleinsmid's support of eugenics and the forced sterilization of marginalized peoples. At the same time,

however, many USC students and faculty were unaware of VonKleinsmid's ties to eugenics given USC routinely presented his past accomplishments in a positive light.

In recent month's debates about the power dynamics at work in historical commemoration and public memorials have extended beyond USC to spark a wider national debate about how to reckon with confederate monuments, sports mascots, and tributes to European colonization. A common worry among anti-racist advocates across these debates has been that the mere removal of such symbols from places of public honor, while vital, may also allow America's suppressed histories of racial oppression to go unchecked. In particular, many fear that simply erasing symbols of racism from public view will not spark the deeper reckoning with American racism that is needed to transform deep-seated social inequities.

With these concerns and your reading of VonKleinsmid and Hartman in mind, compose a **4-5 page persuasive thesis-driven letter to the USC community** on this question:

How, in your view, should USC as an educational institution committed to diversity, equity, and inclusion reckon with VonKleinsmid's idealization of eugenics?

Tips for an Effective and Persuasive Open Letter:

- In your essay, be sure to address the assignment (i.e. respond to the WP-2 prompt)
- Think of your audience as members of the USC community who have a direct stake in how USC as a university committed to "diversity, equity, and inclusion" reckons with VonKleinsmid's promotion of eugenics. The use of the collective pronoun "we," could thus be an effective mode of address and you may even want to begin your letter with an opening salutation (i.e. Dear Trojans, etc) and end with your name.
- For this thesis-driven letter be sure to state your position in response to the WP-2 prompt in the form of an original and thought-provoking thesis around which the letter is organized. Avoid "listy" three-part thesis statements (as they tend towards a 5-paragraph structure) by making no more than 1-2 main claims in your thesis. **These claims can be specific** (advocating a precise action or change) **or more ideological** (a call for a culture or perspective shift by USC administration). But in either case be precise and sure to give specific examples to support your thesis.
- Be sure to raise at least one direct counter to your thesis and situate this objection in an actual skeptic if possible to show the real world complexity of your position. Also, carefully negotiate any counter-arguments so your thesis is not undermined.
- Try for a conceptual organization of your letter where you *develop and extend* your thesis across your writing *via your own, linked ideas and transitions* in topic sentences rather than employ a chronological or categorical arrangement, which inhibits complexity (i.e. avoid "listy," simplistic transitions such as "First," "Second").

- For an effective conclusion, try to avoid merely restating your thesis. Rather, use this space to express the larger significance of your central claim and/or clarify the wider implications of your thesis as well as what is at stake for the real world/lives.

Formatting Requirements

- Double-space, 12-point font, 1-inch margins
 - Follow MLA or APA for grammar, in-text citations (Works Cited page not needed)
 - Page numbers, including on first page, at bottom of page, centered please
 - Don't forget a title for your open letter (i.e. think of the titles of an Op-Ed)
-

Rubric for WP-2 Thesis-Driven Open Letter

Addressing the Issue

The extent to which the essay successfully explores the issue set forth in the assignment with sufficient scope and complexity.

Cogency and Argumentative Force

The insight, cogency, and strength of analysis, all in service to the paper's central thesis. Persuasiveness is not attempted through mere repetition or stridency of tone. Rather, the essay gains persuasive force via the conceptual development of the thesis across the essay that is open to exploring the complexity of the central claim. Cogency is thus often achieved via effective transitions and topic sentences that tie later points back to the original thesis.

Illustration and Support

The extent to which the paper's key claims are supported and illustrated by judiciously chosen examples and evidence. A facility for selecting, citing, paraphrasing, and integrating relevant sources, statistics, direct quotes are all attributes of effective support.

Grammar and Syntax

The quality of the paper at the micro-, or sentence, level: mechanics, grammar, spelling, punctuation, and effective use of an accepted scholarly citation system (i.e. either MLA, or APA, etc.) Good syntax and format permit the reader to quickly and clearly read a response essay without stumbling over the surface-level elements and thus losing the main thread.