

## Law 493: The History of Discrimination at the University

4 Credits

Fall 2021

Wednesdays from 2:00 to 4:50

Location: on Campus TBA

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Office Hours: TBA
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### ***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 will 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.

### ***Catalog Entry:***

This research seminar seeks to uncover, publicize, and lay groundwork for remedying USC's hard history of discrimination.

### ***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. Instruction will include a mixture of discussion, research and paper workshops, group work, individual instruction, student presentations, and an archive visit. Students will conduct original research outside of class and in close (i.e., weekly or biweekly) consultation with instructor outside of class.

***Contact Hours:***

Four credit courses are required to have 200 contact minutes per week. Because this a research seminar, contact hours include seminar meetings, individualized research and writing instruction, and research into primary sources under the instructor’s guidance. This seminar will meet for 170 minutes each week, with the remaining 30 contact minutes occurring during individualized research and writing meetings and guided research into primary resources.

***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 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. Each student will choose a topic, conduct research and share it with the class, and produce a mini-prospectus, a full prospectus, a paper outline, a paper draft, and a final research paper. Students will receive regular guidance and feedback from the instructor(s) through comments on their various assignments and from regular (i.e., weekly or biweekly) meetings with instructor(s) outside of class.

Each student will present his/her research to the class. The presentation should lay out what the student has discovered, what argument the student plans to pursue, and how the evidence that the student has discovered will support that argument. Students may assign brief readings to the class in advance of their presentations. Students who choose to assign readings should provide them to the instructor one week in advance of the presentation. There are many ways to convey information in a successful way: PowerPoint lectures, interactive activities, in-class discussions, etc. The key is to engage the audience and convey the material.

The final paper should be 20-30 pages in length, double spaced, 12-point font, one-inch margins, with 12 point single-spaced footnotes. Students may use any citation style that they choose, so long as it is consistent and comprehensible. The paper will present original research on the history of USC. It should reveal information that was previously not widely known and muster it behind a historical argument. The paper should be able to serve as a springboard into a senior thesis. Thus, in addition to making a preliminary argument, it should explain how the research could be expanded to support a stronger, broader, richer, and/or deeper argument in a longer paper. In discussing the space for expansion, the student should describe what additional sources could be used, what would be gained by including them, and how the argument might look once that work was done.

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%)

Presentation (25%)

Final paper (60%)

***Required Materials:***

All other assigned readings may be found on blackboard.

***Optional Materials:***

None.

### **Course Schedule: A Weekly Breakdown**

#### 1. 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's Report on recommended renaming procedures

#### **NO CLASS: MLK DAY**

#### 2. 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), 215-250
- Craig Stevens Wilder, *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities* (New York: Bloomsbury Press, 2013), 1-14, 47-148

--Choose teams in class

#### 3. (to be replaced by oral histories training and moved to week 3 w/ selection from CSUN's and UCLA's oral history collections as an example. Also, a text on how to do oral history)

- UCLA Library Oral History Collection, UCLA Chicano Studies, Interview of Teresa McKenna, SESSION 2 B (3/5/2018),  
<http://oralhistory.library.ucla.edu/viewItem.do?ark=21198/zz002kddbg&fileSeq=null&xl=null>
- Tom & Ethel Bradley Center at California State University Northridge, Excerpts 1-6 from Oral History of Judge John Sandoz,  
<https://www.youtube.com/c/TomEthelBradleyCenterCSUNamc/videos>
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--Topics due by midnight following class

#### 4. 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).
- 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. (TUESDAY): Introduction to Digital Archives

- 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)

6. Getting the Documents to Speak I
  - Half of students assign 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. 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. Getting the Documents to Speak II
  - Half of student assign one or more primary sources that they have uncovered to be discussed in seminar

--prospectus for research proposal due by midnight following class
  
9. Research Week: Students meet individually with the instructor during the scheduled seminar time
  - Continue research and writing
  
10. Getting the Arguments to Gel I
  - Half of students assign detailed paper outlines
  
11. Getting the Arguments to Gel II
  - Remaining half of students assign detailed paper outlines
  
12. Research Week: Students meet individually with the instructor during the scheduled seminar time
  - Continue research and writing
  
13. Presentations
  - Readings to be assigned by presenters

--Draft research proposal due by midnight following class
  
14. Presentations
  - Readings to be assigned by presenters

## 15. Preparation for Final Paper (Q/A) – overview

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](http://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](http://policy.usc.edu/scientific-misconduct).

#### ***Statement on Support Systems:***

Student Health Counseling Services - (213) 740-7711 – 24/7 on call  
[engemannshc.usc.edu/counseling](http://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](http://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](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](http://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](http://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](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu)

- Non-emergency assistance or information.