

HIST 139L: A More Perfect Union: Race Relations, Civil Rights, and the Federal Government during the 20th Century.
5 Units

Course Description:

How has the role of the federal government changed? And how have Americans pushed the government to deal with longstanding inequities? Although the writers of the Constitution provided a framework with which American leaders have looked to for guidance, the nature of the Constitution as an evolving document means that the role of the federal government has changed drastically over the course of its existence. And, as the Civil War demonstrated, the importance of race as an issue became central to understanding the major problems within American society. American political leaders, interest groups, and individual citizens alike attempted to shape the policies of the federal government and expand its powers to address race and other issues. As a result, a number of major policy initiatives, like the New Deal, divided Americans over the role of the Federal government. In the case of the New Deal, some saw it as an opportunity for the federal government to address longstanding inequalities, while others, such as Southern members of Congress, ensured that the policies did not disrupt the status quo of the Jim Crow South.

This course presents an introductory history of the federal government and its handling of racism and civil rights from the beginning of the 20th century into the present. Course content will be delivered through bi-weekly lectures along with an occasional seminar discussion of the readings. The goal of this class is to provide students with an understanding of how the United States evolved over the course of the mid-twentieth century and how government expansion was both influenced by and transformed institutional racism. Over a five-week period, this course will present individual modules that discuss how racism shaped different aspects of federal policies related to immigration and civil rights. Likewise, this class will emphasize the role of class, gender, and racial politics in steering the course of federal policies, and demonstrate both the agency and limits of working-class Americans' demands for social change.

Accommodations:

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately by email during the first week of the quarter. I would also like us to discuss ways I can ensure your full participation in the course. Students who may benefit from learning more about DRC services are encouraged to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. This course deals with a number of disturbing topics related to historical injustices, such as racial and sexual violence. If you have concerns about course content, I am happy to meet with you. However, if reading or discussing such material is triggering, I'd urge you to reconsider taking this class. Because of the sensitive nature of this material, it is also important that students feel comfortable engaging in respectful discussion and disagreement about the reading. Ideas, arguments and evidence in the reading

may be challenged but personal attacks on class participants will not be tolerated. During the first week of class, we will discuss and craft guidelines for respectful discussion.

Title IX

The [Title IX Office](#) is committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment, sexual violence, and gender-based harassment and discrimination. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process.

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Classroom Etiquette

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

Course Requirements

Student Hours for Course

As a 5-unit course, students are required to spend an estimated 30 hours per week on this course. The reason for the high number of hours per week is due to this course being taught over the course of 5 weeks rather than the normal 10-week period of an academic quarter. If you have questions about the work load, please see me immediately at the beginning of the term. Each week will include 6 hours of lectures (divided into 4, 1 hour 30 minute lectures), 10 hours of reading, 2.5 hours of section (2 sections), and 11.5 hours on homework.

Readings

All required text will be offered through UC Santa Cruz's library or will be uploaded to Canvas by the instructor. Since weeks are broken up into various modules that look at a specific topic, readings will focus on essays and assigned chapters rather than whole books.

Assignments

Short responses (30%): To ensure that you are following the readings, you are required to write a one page, double-paged response to the reading that is due an hour before class. Additionally, you need to write down a question in response to the reading that will be used facilitate discussion.

Participation (30%): Students are required to attend and participate in weekly discussion sections that review the reading. Attendance will be taken at the beginning of each section. Discussion sections offer a space where you may ask questions related to the course content and seek help regarding assignments.

Writing Tutorial (15%): Students will be required to attend two synchronous writing tutorials that will offer them the opportunity to work on their writing and learn about various writing formats.

Midterm (12.5%): Students are required to write a 5 page, double spaced response to one of three assigned questions. Complete essays will utilize the readings from the class up to the point of the midterm and will analyze the readings as part of a synthesis essay. Midterm questions will be released at the beginning of the week with the expectation that finished essays will be submitted at midnight on the following Friday.

Final (12.5%): Student will have two options:

1. Write a 7-page, double spaced response to one of two assigned questions. As with the Midterm, questions will be released at the beginning of the week with the expectation that finished essays will be submitted at midnight on the following Friday.
2. Write a six-page analysis of a primary source of your choice that incorporates the readings from class. Students are required to submit a proposed source a week before the final assignment is due, and must be approved by the instructor beforehand, The primary source can include: a film, a periodical article (ie The Nation, Atlantic, New Yorker), or a government report.

Late Policy

Because this course is fast-paced and only lasts five weeks, keeping up with the required materials is necessary. I will grant students **three extensions** for assignments that will allow you an additional 24 hour extension. You must notify the instructor beforehand that you will be using the extension; if you do not write in advance and submit a late assignment, it will receive the normal deduction.

For short assignments, a late response will be deducted %10 of points off the assigned grade, with an additional %10 docked off for every additional day that it is late. For the midterm and final, assignments, late assignments will be docked 10% each day that it is late, and essays that are not submitted 48 hours after the deadline will not be accepted.

Plagiarism

Intentionally using someone else's concepts or words without proper citation is considered plagiarism. Throughout this session we will be going over appropriate citational practices and it is your responsibility to apply them to class assignments. My rule of thumb is that when in doubt provide a citation (it is always better to over cite than to under cite). In recent years there has been a lot of conversation around student's usage of Chat GPT and other forms of AI. I know these programs are particularly useful for ESL (English as a Second Language) students. There is a difference however between using these tools for help with some grammar issues and even for minor brainstorming versus having it write an entire paper for you which is plagiarism. I would also encourage those who are struggling with writing or definitions of plagiarism to make an appointment with the writing center: <https://writingcenter.ucsc.edu/> . If you have any concerns with any of this please consult UCSC's "academic integrity" page: <https://registrar.ucsc.edu/navigator/section1/academic-integrity.html#:~:text=In%20the%20event%20a%20student,convened%20to%20hear%20the%20case.>

Learning Outcomes

The purpose of this course is to teach students the history of the federal government during the 20th century and its handling of issues related to race. By the end of this course, students will understand how the issue of racism influenced federal policies at several key junctures and its legacy in today's political discourse.

By the end of this course, students will know how to read a scholarly monograph and learn how to analyze primary sources. Through several assignments, students will have the opportunity to learn how formulate compelling arguments based on research and deconstruct an academic book.

For additional information, consult the following links:

<https://history.ucsc.edu/undergraduate/programlearningoutcomes.html>

<https://tlc.ucsc.edu/programs/summer-gsi-peer-support-team/>

<https://tlc.ucsc.edu/resources/creating-effective-courses/course-structure-organization/>

Week 1: Race and the Federal Government

Foner, *Give Me Liberty*, Ch. 15

Katherine Ellinghaus, *Blood Will Tell : Native Americans and Assimilation Policy*, Intro, Ch1

Desmond King "A Strong or Weak State? Race and the US Federal Government in the 1920s." *Ethnic and Racial Studies* 21 (1), 1998: 21–47.

Lecture 1: Introduction to course, overview of themes

Lecture 2: Continued lecture on themes of course, along with discussion of reading. Will give a brief overview of history of the federal government since the Civil War and its expansion to address social issues, specifically during Reconstruction and the Progressive Era.

Section

Week 2: Immigration Policy

Kelly Lytle Hernandez, *Migra!*, Ch. 1

Beth Lew-Williams, *The Chinese Must Go*, Chapter 2, Epilogue

George J Sánchez, “Democracy in Trump's America: Through the Looking Glass of Family Separation and the Undocumented,” *Journal of American History*, Volume 108, Issue 2, September 2021, Pages 255–269

Lecture 1: Summary talk of immigration policy leading up to the 1882 Chinese Exclusion Act and the creation of US immigration system. Discuss how pressure groups, such as California lobby, led to Exclusion Act. Examine how immigration became intertwined with labor issues during the early 20th century.

Lecture 2: Discuss creation of the Border Patrol and policing of Mexican migrant workers as part of labor policy. Explain how immigration policy became more militarized following the 20s and how labor issues affect anti-immigration policy through the present.

Section

Writing Tutorial 1

Week 3: Immigration Part 2: Foreign Policy

Rick Baldoz, *The Third Asiatic Invasion*, Introduction, Ch. 1

Greg Robinson, *A Tragedy of Democracy*, Ch. 3 and 4

“How US Foreign Policy Helped Create the Immigration Crisis.” *The Nation*, October 18, 2017.

Lecture 1: Discuss history of Asian migration and the US War with Spain and the Filipino Independence movement. Discuss relationship between the Philippines and the US after 1898 and category of Philippine nationals.

Lecture 2: Lecture on the history of immigration policy and national security issues. Gives overview of the history of the anti- Japanese movement and the forced removal of Japanese Americans from the West Coast in 1942.

Section

Midterm Due on Friday at Midnight

Week 4: Desegregation

Mary L Dudziak, “Desegregation as a Cold War Imperative.” *Stanford law review* 41, no. 1 (1988): 61–120.

Elizabeth Hinton, *From the War on Poverty to the War on Crime*, Ch. 2-3

Alice George, “The 1968 Kerner Commission Got It Right, But Nobody Listened” *Smithsonian Magazine*. <https://www.smithsonianmag.com/smithsonian-institution/1968-kerner-commission-got-it-right-nobody-listened-180968318/>

Lecture 1: Present lecture on wartime policies regarding racism (Fair Employment Practice Committee) under Roosevelt and Truman and postwar desegregation. Discuss Cold War initiatives of desegregation to improve US image abroad.

Lecture 2: Introduce the Great Society under President Johnson and Civil Rights Initiatives such as Voting Rights Act of 1964 and Civil Rights Act of 1965. Examine success and failures of initiatives amidst the Long Hot Summers of 1967 and the Vietnam War.

Section

Writing Tutorial 2

Week 5: Congress and Civil Rights

Megan Ming Francis, *Civil Rights and the Making of the Modern American State*, Ch. 4

Sharon Yamato, “Commission on Wartime Relocation and Internment of Civilians.” Densho Encyclopedia:

https://encyclopedia.densho.org/Commission_on_Wartime_Relocation_and_Internment_of_Civilians/

Watch: Testimony before CWRIC hearings in Chicago, Sept 1981: <https://neiudc.neiu.edu/jarc-hearing/>

Lecture 1: Lecture on changes in Congress after 1945 and the role of hearings in Civil Rights movement. Examine how elections of candidates of color (ie Dan Inouye, Patsy Mink, Hiram Fong, Shirley Chisholm) and formation of various caucuses (Hispanic Caucus, Congressional Black Caucus, AAPI Caucus).

Lecture 2: Lecture on the Japanese American Redress movement. Discuss history of JACL and the role of Japanese American lobbyists in pushing for Redress.

Section

Final Due on Friday at Midnight.