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Seven ways that Studying US History During the late 1800s to Modern Times History Shapes the way you Think About the **Mistreatment of Different Races and how they Fought Through It.**

1. Looking at Native Americans in the 1800s, historians can see that the treatment they received was unjust compared to that of white people, but they still managed to **stand up to the government and win.**



History.com Editors. "Sitting Bull." *History.com*, A&E Television Networks, 9 Nov. 2009, www.history.com/topics/native-american-history/sitting-bull

The photo above shows Native Americans fighting at the battle of Sitting Bull. These battles that they fought all led up to the Board of Indian Commissioners, established by Ulysses S. Grant. He established the Board of

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Indian Commissioners and reported it to the President. In Report of the Commission on Indian Affairs in 1869, Ulysses S. Grant establishes the Board of Indian Commissioners and is reported to the President. “It must be admitted that the actual treatment they have received has been unjust and iniquitous beyond the power of words to express. The history of the government connections with the Indians is a shameful record of broken treaties and unfulfilled promises” ([Report of the Commission on Indian Affairs, 1869](#)) The federal government put Indians on small reservations. “They proclaim death to the Indians at all times, in words and publications, making no distinction between the innocent and the guilty” ([Report of the Commission on Indian Affairs, 1869](#)). The commissioner explains how every crime committed by a white man against an Indian is hidden, while every crime committed by an Indian against a white man is “borne on the wings of the post.” The Federal government supported the railroads by leading military expeditions against American Indians, rounding them up on small reservations, and destroying their culture. “There was an economic as well as a racial imperative to move the Native Americans off their land, white people wanted it” ([Crash Course #24: Westward Expansion](#)). This was initially meant to set down railroad tracks, and then for farming. Early western settlement, of the Oregon Trail, did not result in huge conflicts with Native Americans. Green mentions how General Philip H. Sheridan set out to destroy the Indians’ way of life by burning their villages and killing their horses. He also killed the buffalo that was the basis of the plains tribe’s existence. Much of their land were purchased by either white settlers or by speculators. General Custer and a small bond of Native Americans stood up to the government and won. Defended the land promised to them by a treaty less then 10 years old ([Native Americans and the West, Sept. 9, 2019](#)).

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2. Studying the history of Chinese Immigrants shows how they were treated poorly because they looked different and spoke a different language, but they were able to push through it and **gain citizenship**.



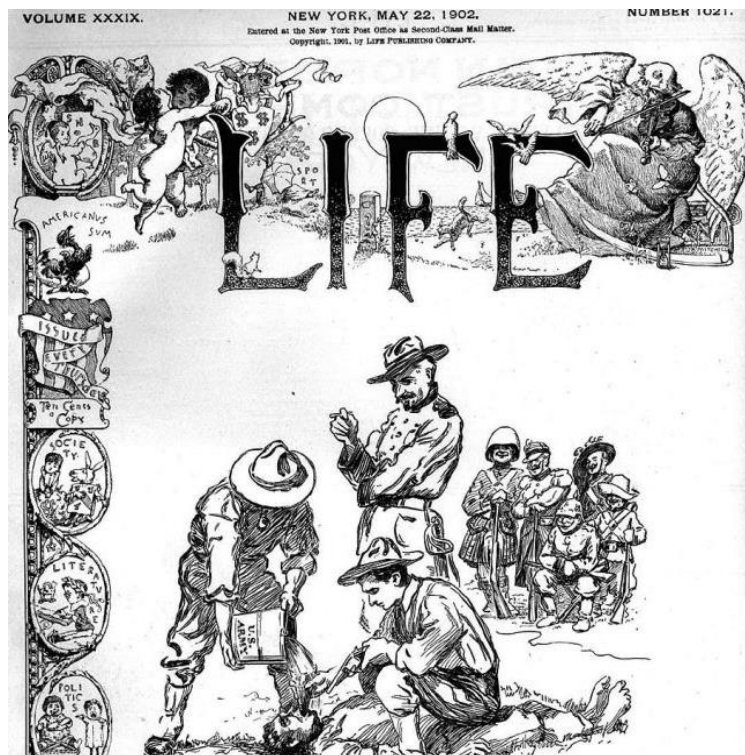
Xiao, Sheila. "The Legacy of the Chinese Exclusion Act of 1882." *Liberation News*, 6 May 2018, www.liberationnews.org/the-legacy-of-the-chinese-exclusion-act-of-1882/

The photo above shows the Chinese Immigrants that built the Transcontinental Railroad. As many as 20,000 Chinese workers helped build the western portion of the railroad, known as the Central Pacific. In the *Evils of Chinese Immigration*, it states that during the Gold Rush, about 24,000 Chinese immigrants came to California ([On the "Evils" of Chinese Immigration, 1878](#)). Racial discrimination forced most to leave the gold fields. Some became launderers, cooks, gardeners, farmers, and domestic servants. Others moved towards dangerous jobs in railroad construction and mining. Many white laborers resented the Chinese immigrant's willingness to work for low wages and refusal to abandon their language or cultural traditions. In lecture, Professor Dudley Shotwell mentions how this is the First time in American history that any group is excluded based solely on their race. ([Immigration, Sept. 11, 2019](#)). When an economic depression hit in the 1870s, white displays of nativism escalated. They were viewed with suspicion because they looked different and they spoke a different language. In 1877, a labor rally in San Francisco degenerated into an anti-Chinese riot. "They fail to comprehend our system of government; they perform no duties of citizenship; they are not available as jurymen; cannot be called upon as a *posse*

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comilatus to preserve order, nor be relied upon as soldiers” (On the “Evils” of Chinese Immigration, 1878). In Crash Course 25, John Green talks about Growth, Cities, and Immigration. He states that Congress and the President agreed to discriminate against the Chinese immigrants. “By the time the Chinese Exclusion Act went into effect in 1882, there were 105,000 people of Chinese descent living in the United States, mainly in cities on the West Coast” (Crash Course #25: Growth, Cities, and Immigration). In 1886, in the case of Yick Wo v. Hopkins the United States Supreme court ordered San Francisco to grant Chinese-operated laundries licenses to operate. In 1898, in the case of United States v. Wong Kim Ark the court ruled that American born children of Chinese immigrants were entitled to citizenship under the 14th Amendment (Crash Course #25: Growth, Cities, and Immigration).

3. Looking at how Filipinos were tortured, raped, and executed, but still managed **to maintain their resistance** against the U.S. shows how strong they are both mentally and physically.



Braswell, Sean. “The Concentration Camps of America's Forgotten War.” OZY, 25 Aug. 2017, www.ozy.com/flashback/the-concentration-camps-of-americas-forgotten-war/80333/

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The photo shown is a cartoon that is depicting the application of the water curing by U.S. Army troops in the Philippines. Paul A. Kramer argues that racism was a tool of empire-building. American leaders saw most Filipinos as “savages” who needed to be conquered “for their own good” ([Paul A. Kramer, Racial Imperialism: America’s Takeover of the Philippines](#)). The underlying prejudice shaped strategic thinking. Filipinos used guerrilla warfare tactics to resist an American replacement of Spain as the oppressor. In the Philippine American War, the Filipinos were fighting for their independence. In Crash Course 28, John Green states that the Philippine war lasted four years, from 1899 to 1903, 4,200 Americans were killed as well as over 100,000 Filipinos ([Crash Course #28: American Imperialism](#)). The Americans committed atrocities, including putting the Filipinos in concentration camps, torturing prisoners, rape, and executing civilians. Much of these were racially motivated and news of these atrocities helped to spur anti-imperialist sentiment at home. Emiliano Aguinaldo, leader of the Filipino rebellion against Spain, quickly turned against the U.S. His real goal was independence and it appeared that the U.S. would not provide it. The Filipino army was supported by many of their civilians on the island. As a result of this, U.S. soldiers attacked and killed many civilians. In [Soldiers in the Philippines documents](#), there are collections of different U.S. soldiers testimonies of what they did to the Filipino citizens in the war. Corporal Richard O’Brien states, “They did not display a weapon, made no hostile movement whatsoever, but they were ruthlessly shot down in cold blood, men, women, and children” ([Soldiers in the Philippines documents, 1902](#)). Federal Funston says, “I personally strung up thirty-five Filipinos without trial, so what was all the fuss over Waller’s ‘dispatching’ a few ‘treacherous savages’” ([Soldiers in the Philippines documents, 1902](#)). Corporal Daniel J. Evans recounts that, “...an American soldier, who was six feet tall, and who was very strong, too, struck this native in the pit of the stomach as hard as he could strike him, just as rapidly as he could. It seemed as if he didn’t get tired of striking him” ([Soldiers in the Philippines documents, 1902](#)). He also recounted how one of the Americans took one of the men by the head and jerked his head back, and then they took a tomato can and poured water down his throat until he could hold no more.

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4. Examining how four African American college students sat down at a segregated lunch counter at Woolworth's in Greensboro, North Carolina and didn't leave, shows how they **single handedly ignited a youth-led movement** to challenge the racial inequality in the South.



“Woolworth's Lunch Counter.” *Woolworth's Lunch Counter - Separate Is Not Equal*, <https://americanhistory.si.edu/brown/history/6-legacy/freedom-struggle-2.html>

In this photo, there are four young African American college students staging a sit-in until Woolworth's, in Greensboro, North Carolina, desegregated their lunch counter. The Greensboro Four were Ezel Blair Jr., David Richmond, Franklin McCain, and Joseph McNeil. They were all students from North Carolina Agricultural and Technical College. In *Crash Course #40, the 1960s in America*, John Green mentions how the sit-ins that took place in Greensboro, North Carolina, was really the beginning of the civil rights movement ([Crash Course #40: The 1960s in America](#)). In *Bigger than a Hamburger*, The Student Leadership Conference made it clear that sit-ins and other demonstrations were concerned with

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something much bigger than a hamburger or “even a giant-sized Coke” (Ella J. Baker, *Bigger than a Hamburger*, 1960). The Negro and white students, North and South, are seeking to rid America of the scourge of racial segregation and discrimination, not only at lunch counters, but in every aspect of life. “We want the world to know that we no longer accept the inferior position of second-class citizenship. We are willing to go to jail, be ridiculed, spat upon and even suffer physical violence to obtain First Class Citizenship.” (Ella J. Baker, *Bigger than a Hamburger*, 1960). The nonviolent resistance asked demonstrators to peaceably and lovingly call attention to the inequities of the social system. All of their efforts were made to keep the protest civil. In the MP by Kenneth Cmiel, its states some of the rules they had to follow while they were protesting, “Do show yourself friendly on the counter at all times. Do sit straight and always face the counter. Don’t strike back or curse back if attacked” (Kenneth Cmiel, *Sixties Liberalism and the Revolution in Manners*)

5. Examining the Black Freedom Movement shows how African Americans dealt with racial prejudice, but were **still able to keep a peaceful protest and stand up for themselves.**



Collections, UIC Library Digital. “Black Power Movement at the Chicago Freedom Movement Rally,” *Flickr*, Yahoo!, 1 Feb. 2009, www.flickr.com/photos/uicdigital/3243282108.

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This photo shows African Americans rallying together and protesting to create change in the United States. In the Politics of Liberation in America, Carmichael and Hamilton mention the slogan ‘black power’. “The slogan ‘black power’ came to symbolize the shift in tactics of some African Americans who were dissatisfied with the slow pace of change in the United States” (Stokely Carmichael and Charles V. Hamilton from *Black Power: The Politics of Liberation in America*, 1967). The Black Freedom Movement tried to address racial prejudice, being able to vote, work place discrimination, segregated schools, police discrimination, social inequality, housing, and economic inequality. “Brown v. Board of Education proclaimed separate but equal schools are inherently unequal” (*Brown vs. Board of Education*, Oct. 21, 2019). Their goal was to fill up the jails with peaceful people. In lecture, we discussed civil disobedience, which meant getting your people arrested (*The Black Freedom Movement*, Oct. 21, 2019). People all around the country started to pay attention.

6. Examining how growth of the suburbs during the Postwar Boom shows how many white people did not like having black people move into their neighborhoods and considered them to be dangerous, but they were **still able to live in the neighborhoods and eventually all of the white people left.**



Saunders, Pete. “Redlining, Blockbusting, and Urban Renewal – Oh My!” *The Corner Side Yard*, <http://cornersideyard.blogspot.com/2013/03/redlining-blockbusting-and-urban.html>

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This picture shows a map labeling who lives in each jurisdiction with “Hood” or “Ok.” Blockbusting is the act of convincing homeowners that they should sell their houses for low prices for fear of African Americans taking over their neighborhood. Suburbanization was one of the 1950s trends, moving out to the suburbs. In lecture, we discussed how the suburbs were separated by race and income ([The Postwar Boom, Oct. 9, 2019](#)). The new suburban neighborhoods that sprang up in the 1950s were almost completely white and this remained true for decades ([Crash Course #39: Civil Right and the 1950s](#)) In a real Estate Agent Explains the fine art of Blockbusting, it states that “Real Estate Speculators locate blocks which they consider to be “ripe” for racial change. ‘I bust them by buying properties from the white owners and selling it to Negroes – with the intent of breaking down the rest of the block for colored occupancy” ([A real Estate Agent Explains the fine art of Blockbusting, 1962](#)). Once an African American family moved into one of the recently block busted houses, the rest of the white families in the neighborhood would move even if they couldn’t afford to move. This made more houses available for African American families.

7. Looking at how African Americans were treated following the 13th Amendment shows how it did not break them, they **still fought for what they believed in.**



Forde, Kathy Roberts, and Bryan Bowman. “Exploiting Black Labor after the Abolition of Slavery.” *The Conversation*, 20 Sept. 2019, <http://theconversation.com/exploiting-black-labor-after-the-abolition-of-slavery-72482>

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The 13th documentary was made by filmmaker Ava DuVernay. She explores the history of racial inequality in the United States. She focuses on the fact that the nation's prisons are disproportionately filled with African Americans, as seen in this picture. Recently freed African Americans were criminalized after the Civil War. "It was the nations' first prison boom. You were basically a slave again. They were arrested for extremely minor crimes like loitering or vagrancy. They had to provide labor to rebuild the economy of the South after the Civil War ([Mass Incarceration: 13th](#)). In the 13th documentary, it mentioned Birth of a Nation. Birth of a Nation was a profoundly important cultural event. It was the first major blockbuster film, hailed for both its artistic achievement and for its political commentary. It confirmed the story that many whites wanted to tell about the Civil War and its aftermath. It was also a tremendously accurate prediction of the way which race would operate in the United States. "Birth of a Nation was almost directly responsible for the rebirth of the Ku Klux Klan. Life imitating art" ([Birth of a Nation: 13th](#)). The Civil Rights Movement made being arrested a noble act. They voluntarily defined a movement around getting arrested. They turned it on its head. "We're willing to be beaten for democracy and you misuse democracy in the street" ([Mass Incarceration: 13th](#)).