Race and Revolution: Re-Imagining Women’s Roles in the Struggle for Civil Rights

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Rosa Parks exercise

Adler, David. 1993. *A Picture Book of Rosa Parks.* Holiday House.

McDonough, Yona Zeldis. 2010. *Who Was Rosa Parks?* New York: Grosset & Dunlap.

Meltzer, Brad. 2014. *I Am Rosa Parks.* New York: Dial Books for Young Readers.

Selected Civil Rights Movement archival websites

Civil Rights in Mississippi Digital Archive  
[http://digilib.usm.edu/crmda.php](http://digilib.usm.edu/crmda.php" \t "_blank)  
  
Civil Rights Digital Library  
[http://crdl.usg.edu/](http://crdl.usg.edu/" \t "_blank)  
  
Civil Rights Movement Veterans  
[http://www.crmvet.org/nars/narshome.htm](http://www.crmvet.org/nars/narshome.htm" \t "_blank)

Library of Congress, Civil Rights History Project

[https://www.loc.gov/collection/civil-rights-history-project/about-this-collection/](https://www.loc.gov/collection/civil-rights-history-project/about-this-collection/" \t "_blank)  
  
Library of Congress and National Museum of African American History and Culture, Civil Rights History Project (oral history focused)

[http://nmaahc.si.edu/Programs/CRHP](http://nmaahc.si.edu/Programs/CRHP" \t "_blank)

University of North Carolina, Oral Histories of the American South, The Civil Rights Movement  
[http://docsouth.unc.edu/sohp/civil\_rights.html](http://docsouth.unc.edu/sohp/civil_rights.html" \t "_blank)

Vanderbilt University, Robert Penn Warren’s “Who Speaks for the Negro?” Archival Collection

<http://whospeaks.library.vanderbilt.edu>

**Race and Revolution: James Farmer and the Struggle for Civil Rights**

**FSEM100G4-7, Fall Semester 2014, CRN 85068**

**Monroe 110, 12:30 – 1:45pm, TR**

Professor Rosalyn Cooperman Office Hours: 11am – 12:15pm, 2-3pm TR

Monroe 339 & by appointment

Office Phone: 540.654.1513 Email: rcooperm@umw.edu

**Course website to access identified assigned readings:** [**http://farmerfsem.umwblogs.org**](http://farmerfsem.umwblogs.org)

**Note that Canvas will be enabled for this course and will be the site where students will post assignments on the specified due dates.**

**Course Goals and Objectives**

The US Civil Rights Movement was a response to a world structured by rules, institutions, and beliefs centering around race. Racial superiority, white superiority in particular, may be a largely discredited notion today when raised directly, but our world is still largely the world shaped by four centuries of unapologetic racial ideology, conquest, slavery, and colonialism. In this course we explore the life and work of an exemplary leader of the United States Civil Rights Movement who spent fifteen years teaching about civil rights at UMW. The course will examine the historical background and ongoing relevance of the movement for justice and equality. The course will investigate the history of the concept of race and its impact on how we perceive ourselves and others in our world.

Course goals

* Examine James Farmer as an exemplary leader for social change in the United States.
* Appreciate the central role African American women played in the CRM as activists and strategists.
* Develop insight into the historical background regarding international and U.S. race relations.
* Consider how systems of domination and subordination intersect with one another (racism, sexism, class oppression, homophobia, colonialism, or political repression), and how these dynamics show up in the educational system, the workforce, and daily life.

First Year Seminar goals

* Engage in several writing assignments and become better writers.
* Undertake numerous discussions, speaking assignments, and become better public speakers.
* Make use of primary sources of information and be able to draw conclusions from the materials.
* Utilize research techniques and conduct research relevant to the subject.

Required Materials

We will read the following books that are available for purchase at the UMW Bookstore. Alternatively, there is at least one copy of each of the assigned texts on reserve at the Simpson Library.

Additional readings will be made available on-line and/or on the Race and Revolution FSEM course website at <http://farmerfsem.umwblogs.org>/documents

Required Texts

Farmer, James. 1985*. Lay Bare the Heart.* Fort Worth: Texas Christian University Press.

McGuire, Danielle. 2010. *At the Dark End of the Street.* New York: Alfred A. Knopf Publishers.

Theoharis, Jeanne. 2013. *The Rebellious Life of Mrs. Rosa Parks.*  Boston: Beacon Press.

Course Requirements:

**1. Leave the laptop/tablet/phone at home or in your backpack –** Social scientists like to measure everything, including the efficacy of taking notes from a laptop compared to taking notes by hand. Guess what? Taking notes by hand boosts student performance on exams (e.g., higher grades) and long term retention of core course themes. Laptops are not needed in this class and students who fire up their laptops before class will be asked to power down (or leave) once class begins. Social media and a friend’s texts can wait for 75 minutes while you take notes and engage in class discussion. From time to time in the semester we may use laptops; if so I’ll give you sufficient notice in advance of those days. If you are a student with an ODR accommodation to allow for note taking via computer, please bring me your letter and you will be exempt from this requirement.

Not buying what I’m selling? Read a summary of the research, including a link for accessing the researchers’ published article, for yourself:

<http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>

**2. Class participation:** This course is a seminar and *every* class member is expected to participate actively; frequent, thoughtful student participation is a central requirement. Students should bring the assigned reading to class for ease of reference in discussion. Most class discussions will be led by students, so it is essential that students complete the assigned reading before each class meeting. The reading journal should prepare students for class discussion. The classroom is a forum for inquiry and the exchange of different ideas. Students are not monolithic in their beliefs; I expect that students will bring a range of ideas to class discussion. I also expect that different viewpoints will be aired in a thoughtful and civil manner. If any student feels they cannot express their opinions freely or that they are not being treated respectfully they should see me immediately. Any behavior that prevents students from participating actively, either listening or contributing to class discussion, will have a strong, negative impact on a student’s overall course grade. Students with more than 2 unexcused absences will see their *final* course grade adjusted downward. Class participation is worth **10 percent** of students’ final course grades.

**3. Reading responses:** The purpose of reading responses is to ensure that students complete the assigned reading material *before* class and come to class ready to contribute in a meaningful way to class discussion. Students will write a minimum of **six** (out of twelve) reading responses but may opt to write more to boost their reading response grade. Students must complete **THREE** reading responses before the midterm (10/9) and **THREE** after the midterm. (Each reading response should be about 250 – 300 words (typed, proofread, edited, and spellchecked, normal margins and font) and are due at the ***start*** of class and handed in as a paper copy. Each reading response may receive a maximum of ten points. Late responses will not be accepted. Students should approach these responses by writing questions. The first question must be a reading comprehension question that identifies a central theme or idea in one of the assigned readings for that class period. Students must write a question and then write an answer to it. This question should help students identify a core argument or idea from the reading and the evidence the writer produces to lend weight or support to his or her argument. (E.g., from *LBTH, Part One:* James Farmer did not want to get on the bus to Jackson. What, exactly, was he afraid of?) The second question should be a discussion question that will be considered by the group for a broader discussion. (E.g., from *LBTH, Part One:* Farmer and fellow Freedom Riders were ready to give up and go home after encountering violent resistance until Diane Nash sent in new volunteers. Given Nash’s vital role, why is her participation in the Freedom Rides generally overlooked?) Similar to the comprehension question, the second question should focus on an interesting idea or observation raised in one of the readings that would spark class discussion. Students must write an answer to this question as well, recognizing there is no one correct answer but instead many options for thoughtful responses. Students should be prepared to share their reading response questions in class. Together, reading responses are worth **10 percent** of students’ final course grades.

**4. Personal narrative essay:**  The goal of this first paper is for you to reflect upon the meaning of race. Before you write, spend some time trying to remember an experience in your life in which you realized (either at the time or later, looking back) that race mattered, for better or worse. This could mean reflecting on your own racial identity and/or your experiences with race or a racial difference. Alternately, you might think about an experience where one’s race made a difference in situations in daily life and/or in interactions with others. Once you’ve put shape to your idea you’ll write a narrative, like a memoir or a story, in which you recount it. Farmer includes many such narratives in *LBTH* as does President Obama in his memoir, *Dreams from My Father.* Those examples may be helpful in providing a context for thinking about and recounting a personal story in narrative form. You may write about anything related to this prompt, but please do not write about an experience that is more personal than you are comfortable sharing.

The personal narrative should be about 750-800 words (typed, proofread, edited, and spellchecked, normal margins and font) and is due in final draft form at the start of class on **Thursday, 11 September.** On that day a portion of the class will be devoted to an in-class, peer to peer, writing workshop. Cogent college-level essays include a clearly stated thesis, evidence to support that thesis, and, a succinct conclusion. Your essay should be well developed and generally in “ready to hand in form” on the 11th as your peers deserve your best efforts, not last minute crap. Once the workshop is complete, students will revise their essays and hand in *both* the draft essay AND the completed essay at the start of class on **Monday, 15 Sept.** Students who fail to bring a final draft essay to class on the 11th will receive a two letter grade penalty (e.g., an “A” paper becomes a “C” paper). Students who fail to hand in both the marked up draft from the 11th and the final version of their narrative essay on the 16th will receive a one letter grade penalty. The personal narrative essay is worth **10 percent** of students’ final course grade.

**5. Out of class events:** Students are required to attend and/or watch a minimum of **five** events/documentaries related to the course during the semester and hand in a 250 word essay (typed, proofread, edited, and spellchecked, normal margins and font) reflecting on the speaker/documentary. If you miss or cannot attend one of the scheduled events, replace that event with another from the preliminary events and speakers list. There may be additional speakers added to the approved list of events; students will be alerted to those events ahead of time whenever possible. The quality of the essay and the critical engagement with the speakers’ or films’ ideas will shape the grade for each essay. The essays are due at the start of the next class meeting following the event and may be handed in as a paper copy or handed in electronically via Canvas. Essays on the documentaries may be handed in throughout the semester but must be turned in at the start of the last day of class on 4 December. Students may opt to attend speaking events and/or watch documentaries with fellow Race and Revolution classmates. Of course, any write-up of the event or documentary must be an individual effort or will be a violation of the Honor Code that I will pursue with Honor Council. Together, these out of class events are worth **10 percent** of students’ final course grade. Failure to hand in five write-ups for these out of class events will result in a grade of **zero** for this portion of the course.

Professor Cooperman’s Race and Revolution FSEM section approved out of class events:

* *Wednesday, 27 August, 4pm, Monroe 116*: Documentary screening, *The Good Fight*
* *Tuesday, 16 September, 7:30pm, Dodd Auditorium:* Speaker, Gaye Adegbalola, “Civil Rights and the Blues”
* *Thursday, 18 September, 6pm, Lee 412:* Documentary screening, *Documented: a Film by an Undocumented Immigrant, Jose Antonio Vargas*
* *Tuesday, 30 September, 5:30pm, Lee 411:* Speaker, Marcelo Fajardo-Cardenas, “The Trans-Atlantic Route of Afro-Carribean Culture”
* *Thursday, 6 November, 7pm, Lee 411*: Speaker, Peniel Joseph, “*Stokely: A Life”*
* *Thursday, 20 November, 7:30pm, Lee 411*: Speaker, Scott Stevens, Native American Cultural Identities Keynote address
* *All semester, documentaries from Simpson Library Reserve List* – students may complete/hand in a write up for **no more than** **two** of the ten documentaries from this list: *The Good Fight; A Question of Color; James Baldwin: The Price of the Ticket; Scarred Justice: the Orangeburg Massacre 1968; The Complete Blue-Eyed; Brother Outsider: The Life of Bayard Rustin; The Road to Brown; Pete Seeger: the Power of Song; Negroes with Guns: Rob Williams and Black Power; Free Angela Davis and All Political Prisoners; The Black Power Mix Tape.*

**6. Semester long research project:** The U.S. Civil Rights Movement is generally associated with just a few individuals, including Martin Luther King, Jr., and Rosa Parks. As students will learn, the Civil Rights Movement included many activists whose participation was vital to the Movement but are unfortunately less well known to the general public. And, many of those forgotten activists were African American women. To that end, students will help one another broaden our collective knowledge of the struggle for civil rights by completing a research project on an individual who was a part of the U.S. Civil Rights Movement. In the documents folder for Canvas there is a master list of Civil Rights Movement activists. Signups are on a first come, first serve basis that must be emailed to me. This project contains several parts, including an annotated bibliography, biographical sketch, identification of selected individual in relation to context, memory, and representation, in-class presentation of said individual, and, final paper. Together, the research project is worth **50 percent** of students’ final course grade. Each portion of the research project, including due dates, is described below:

**a. Annotated bibliography**, **7.5 percent of students’ final course grade:** Students will turn in an annotated bibliography of scholarly and other sources they find about the individual in the Civil Rights Movement they are studying. The **five** bibliographic entries must be scholarly sources and must include the following information for *each* source:

* the complete citation (author, date of publication, title of book or article, journal title or publisher) and an identification of the database used to find the source;
* a 200 word statement that summarizes the central idea of the article, the kind of data or sources used in the article, and, an assessment of the article (e.g., is the author’s argument compelling, do they use reliable sources and/or supporting data?)

**b. Biographical sketch, 7.5 percent of students’ final course grade:** Students will turn in a paper copy, 500 – 750 words (typed, proofread, edited, and spellchecked, normal margins and font) biographical sketch of their activist. The essay should address relevant life details, particularly any incidents or circumstances that were formative to the person being studied. On the assignment’s due date, students should come prepared give a 3 minute presentation introducing their activist and his or her contribution to the Civil Rights Movement to the class.

**c. Theme/context evaluation, 7.5 percent of students’ final course grade:** Students will turn in a paper copy, 500 – 750 words (typed, proofread, edited and spellchecked, normal margins and font) theme and context evaluation that considers the role or context of your Civil Rights Movement activist within one (of many) of the Movement’s subthemes, including politics, religion, education, gender issues, labor, Black Power, the arts and popular culture. In other words, the purpose of this portion of the research project is to consider your activist’s place within the Civil Rights Movement.

**d. Critique of activist’s memory and representation, 7.5 percent of students’ final course grade:** Students will turn in a paper copy, 500-750 words (typed, proofread, edited and spellchecked, normal margins and font) analysis of how your activist is and/or was represented, remembered, and commemorated. For example, as we will discuss in greater detail in class, the dominant narrative of Rosa Parks is that of an accidental activist – a meek, gentle, tired, old seamstress who found her voice one day when she was too tired to give up her bus seat for a white passenger. However, the reality of Rosa Parks’ activism is much more purposive and dynamic.

**e. Oral presentation of activist, 10 percent of students’ final course grade:** Students will present to the class (8 minute presentation) a full profile of their activist. This presentation should make connections between your activist and course themes as identified from assigned materials, and, finish with a conclusion indicating your references and resources. Students must include a visual component to their presentation (e.g., Powerpoint, Prezi). And, students must visit the UMW Speaking Center (<http://academics.umw.edu/speaking/speaking-center/>) to rehearse final presentations in advance. Plan ahead; appointments for the Speaking Center become \*very\* scarce towards the end of the semester. This presentation should involve only a *brief* reminder of the activist’s biographical information. Instead, the focus of the presentation should be on your activist’s context and role within the broader Civil Rights Movement and how your activist has been represented or remembered.

**f. Final research paper, 10 percent of students’ final course grade:** Students will hand in a paper copy of their final research paper, 2000 – 2,500 words (typed, proofread, edited and spellchecked, normal margins and font) that evaluates how your Civil Rights activist has been represented and remembered in popular and scholarly sources. The final paper must include the following components: an introduction; biography; discussion of relevant research and theory about representation and memory of the Civil Rights Movement; analysis of how your activist is represented and remembered in scholarly sources, obituaries, popular culture; and, if relevant, statues, streets, parks, songs, children’s books, and other outlets for public memory; and, a conclusion. The successful final research paper **will not** merely cut and paste these individual sections together to form a single, Frankenstein-inspired document of parts that do not fit well together. Instead, students should take only the most essential parts of the individual assignments to create a well-considered and sourced, cogent, and organized final paper.

Note that there will be an option for students to submit a revised research paper by the date of the final exam period. This option will only apply to students who have submitted a Writing Center reviewed draft or peer-reviewed draft of the paper at the time they submit their final research paper. Again, plan ahead; appointments for the Writing Center become \*very\* scarce towards the end of the semester.

Recap of research project required assignments and their value:

1. Annotated bibliography, 7.5 percent

2. Biographical sketch, 7.5 percent

3. Theme/context evaluation, 7.5 percent

4. Critique of activist’s memory and representation, 7.5 percent

5. Oral Presentation, 10 percent

6. Final paper, 10 percent

The semester long research project is much more structured than many of you will have here at UMW but the goal of all FSEMs, and this course in particular, is to help students get their research, writing, and speaking sea legs. Regardless of major, your academic experience in college will be much more enjoyable and successful if you understand what your professors expect when they assign a research project or paper.

**7. Final examination essay, 10 percent of students’ final course grade:**  Students will complete a final exam that includes identification questions and essays based on the readings. The final exam essay questions and instructions will be handed out on the last day of classes and will be due by 3pm on the final exam period scheduled for this course.

**Quality Enhancement Program (QEP)**

There are University-mandated modules on research, speaking, and writing that are required of all FSEM students. Links to these modules will be made available on Canvas and on the course website. As a participant in this course, the University requires you complete certain tasks, including watching a brief video presentation that speaks to certain skills and competencies you should develop, followed by a short quiz to assess retention of central ideas. For the purposes of this course these modules are ungraded, however, successful completion of all the modules will result in the assignment of extra credit points in calculating a student’s final course grade. These research modules will be posted to Canvas with deadlines specified in the syllabus.

**Students with Disabilities**

The Office of Disability Resources (ODR) has been designated by the University as the primary office to assist students with disabilities. If you receive services through the ODR and require accommodations for this class, please come see me as soon as possible and definitely before the first exam. Any information you share with me is strictly confidential.

If you have not made contact with ODR and have reasonable accommodation needs (note-taking assistance, extended time for exams) I will be happy to refer you. The ODR will require appropriate documentation of disability.

**Honor Code**

Mary Washington’s Honor Code governs all work in this course. Students’ signatures on any and all coursework convey a pledge of neither giving nor receiving aid on work. I take the Honor Code seriously and will pursue action against any student who violates its tenets. Students having questions regarding the application of the Honor Code to a particular assignment should consult with me.

**FSEM Basis for Grades and Grading Rationale**

**1. Class participation – 10 percent 2. Reading Responses – 10 percent**

**3. Personal narrative essay – 10 percent 4. Out of class events – 10 percent**

**5. Multi-step research project – 50 percent 6. Final exam essay – 10 percent**

University of Mary Washington uses the following grading system:

A Unusual Excellence (93 or higher = A; 90 – 92 = A-)

B Work Distinctly Above Average (87 – 89 = B+; 83 – 86 = B; 80 – 82 = B-)

C Work of Average/Medium Quality (77 – 79 = C+; 73 – 76 = C; 70 – 72 = C-)

D Work of Below Average Quality (67 – 69 = D+; 60 – 66 = D)

F Failure/No Credit (0 – 59 = F)

Students who receive a grade of **73 or below** on assignments before the midterm will be judged **unsatisfactory** on the midterm evaluation.

Course Schedule for FSEM100 G4-07

Tuesday, 26 August Introduction, Review of Syllabus

Thursday, 28 August

**Readings:**

**1. Trenis, Neva. Spring 2011. “All Aboard,” *UMW Magazine.* PDF available on course website.**

**2. Farmer, *LBTH, Parts One (Mississippi Revisited) and Two (PK- Preacher’s Kid)* – for 8/28**

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Event (8/27): Documentary Screening: *The Good Fight*

4-5pm, Monroe 116

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Tuesday, 2 September Jim Crow and Racial Inequality in the United States

Thursday, 4 September **Reading Response 1**

Tuesday, 9 September **Reading Response 2**

**Readings (each of these essays are PDFs available on the course website):**

**1. McIntosh, Peggy, “White Privilege” – for 9/2**

**2. Obama, Barack, excerpt, *Dreams From My Father* – for 9/4**

**3. Smith, Lillian, excerpt, *Killers of the Dream* – for 9/4**

**4. Alexander, Michelle, excerpt, *The New Jim Crow* – for 9/9**

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Thursday, 11 September **Personal Narrative Essay Final Draft due (paper copy)**

**Personal Narrative Essay Final Draft Due (paper copy) at the start of class on 11 September. Today we will be visiting the UMW Speaking Center and Writing Center offices. Students will have a tour of the UMW Speaking Center and then work with classmates at the UMW Writing Center to get critical feedback paper on their race narrative essay.**

**Revised Personal Narrative Essay due to Canvas on or before 5pm on Monday, 15 September.**

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Tuesday, 16 September The Education of James Farmer

**Reading Response 3**

Event (9/16): Gaye Adegbalola, “Civil Rights and the Blues”

7pm, Dodd Auditorium

**Reading:**

**1. Farmer, *LBTH, Part Four (Intellectual Coming of Age)***

Thursday, 18 September Presentation, Simpson Library, Room 225

Today we will be meeting in Room 225 of the Simpson Library for a workshop on how to maximize research time and resources online and at the library. Students should identify their top three choices for activists that will be the focus of their semester long research project. Please refer to the master list (CRM Activists) posted to Canvas. Remember, students should email Professor Cooperman ([rcooperm@umw.edu](mailto:rcooperm@umw.edu)) with their top three choices of activists. Activists will be assigned to students on a first-come, first-serve basis. Students should bring the name of their activist (or their top 3 choices) with them to the Simpson Library on 9/18.

Event (9/18): Documented: A Film by an Undocumented Immigrant, Jose Antonio Vargas, 6pm, Lee 412

Friday, 19 September UMW QEP Research Module (CRAAP) test due

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Tuesday, 23 September Memory and Rosa Parks, Part One (Reading Response 4)

Thursday, 25 September **Annotated Bibliography Due to Canvas by start of class**

**Readings:**

**1. McGuire, *At the Dark End of the Street,* pages xv – 110 (for 9/23)**

Friday, 26 September UMW QEP Speaking Module test due

Tuesday, 30 September Memory and Rosa Parks, Part Two

Thursday, 2 October **Reading Response 5**

**Readings:**

**1.**  **Theoharis, *The Rebellious Life of Mrs. Rosa Parks,* entire book by 10/2**

**Recommended, but not required: Farmer, *LBTH,* pp. 185-95**

Event (9/30): Lecture, “The TransAtlantic Route of Afro-Caribbean Culture”

5:30pm, Lee 411

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Tuesday, 7 October **Biography Presentations (in-class)**

Thursday, 9 October **Activist Biography Due to Canvas by 5pm**

**Class canceled – Prof. Cooperman to academic conference**

**No readings**

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Tuesday, 14 October UMW Fall Break – class does not meet

**No readings**

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Thursday, 16 October Research on Context and Memory of the Civil Rights Movement

**No readings**

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Tuesday, 21 October Memory: MLK, Jr. and Malcolm X

Thursday, 23 October **Reading Responses 6 (10/21) and 7 (10/23)**

**Readings (each of these readings are PDFs available on the course website):**

**1. MLK, Jr., “Letter from a Birmingham Jail (for 10/21)**

**2. Malcolm X, “The Ballot or the Bullet” (for 10/21)**

**3. Morgan, “The Good, the Bad, and the Forgotten,” from *The Civil Rights Movement in American Memory* (for 10/23)**

Friday, 24 October UMW QEP Writing Module test due

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Tuesday, 28 October **Activist Theme and Context Essay to Canvas at start of class**

**No readings**

Thursday, 30 October Memory: MLK, Malcolm, Stokely, and Farmer

Tuesday, 4 November **Reading Responses 8 (10/30) and 9 (11/4)**

**Readings (Joseph and Marable readings are PDFs available on the course website):**

**1. Farmer, *LBTH, Chap. 21* (for 10/30)**

**2. Joseph, Peniel. *Stokely: A Life, Chap 3* (for 10/30)**

**3. Joseph, “Revolution in Babylon.” (for 11/4)**

**4. Marable, Manning. Excerpt from *Malcolm X: A Life of Reinvention,* pp. 432-449 (for 11/4)**

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Thursday, 6 November **Activist and Memory Essay Due to Canvas by start of class**

Tuesday, 11 November Freedom Riders

Thursday, 13 November **Reading Response 10**

**Reading:**

**1. Farmer, *LBTH, Part Six* (for 11/13)**

Event (11/6): Lecture: *Stokely, A Life,* Peniel Joseph

Time and location TBD

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Tuesday, 18 November The Unfinished Business of the Struggle for Civil Rights

Thursday, 20 November **Reading Responses 11 (11/18) and 12 (11/20)**

**Readings:**

**1. Howard, Greg. 12 August 2014. “America Is Not for Black People.” *The Concourse*.** [**http://theconcourse.deadspin.com/america-is-not-for-black-people-1620169913**](http://theconcourse.deadspin.com/america-is-not-for-black-people-1620169913) **(for 11/18)**

**2. Dutta, Sunil. 19 August 2014. “I’m a Cop. If you don’t want to get hurt, don’t challenge me.” *The Washington Post.*** [***http://www.washingtonpost.com/posteverything/wp/2014/08/19/im-a-cop-if-you-dont-want-to-get-hurt-dont-challenge-me/***](http://www.washingtonpost.com/posteverything/wp/2014/08/19/im-a-cop-if-you-dont-want-to-get-hurt-dont-challenge-me/) **(for 11/18)**

**3. Pew Research Center. 18 August 2014. “Stark Racial Divisions in Reactions to Ferguson Police Shooting.”** [**http://www.people-press.org/files/2014/08/8-18-14-Ferguson-Release.pdf**](http://www.people-press.org/files/2014/08/8-18-14-Ferguson-Release.pdf)

**4. Bonilla-Silva, excerpt, *Racism without Racists* (course website)**

Event (11/20) Lecture: Native American Cultural Keynote address

7:30pm, Lee 411

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Tuesday, 25 November **Writing Day, Final Draft of Activist’s Biography**

**due to Canvas by 5pm**

**No readings**

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Thursday, 27 November UMW Thanksgiving Break, class does not meet

**No readings**

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Tuesday, 2 December **Activist Biography Research Presentations**

Thursday, 4 December Revised Final Papers Due to Canvas by 5pm

**No readings**

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Thursday, 11 December **Final Essay Due to Canvas by 3pm**

FSEM100G4: Race and Revolution

Professor Cooperman

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Instructions: Please work together in your small group to work through the questions listed below. Each student will hand in his or her own paper at the end of the hour; this sheet will be returned to students in advance of the final exam at the end of the semester.*

1. Thinking back on history and government lessons from high school or earlier, what is the traditional narrative of Rosa Parks and her place in the CRM? How would you describe Parks’ activism? Does this description affirm or depart from the image of Parks portrayed in the children’s text provided to your group?

2. Using the Theoharis (2014) or McGuire (2010) assigned chapters, identify at least two specific ways that these historical accounts of Parks depart from how she is portrayed in children’s literature.

3. Why does the traditional narrative of Parks persist even with additional knowledge of the extent of Parks’ longstanding activism for racial equality?

**Activists for CRM autobiographies**

Fannie Lou Hamer Ralph Abernathy Roy Wilkins

Judith Frieze Wright Medgar Evers Fred Hampton

Rabbi Abraham Joshua Heschel A. Philip Randolph Clyde Kennard

Daisy Bates Pete Seeger AJ Muste

Rev. Joseph Lowery Huey Newton W.E.B Du Bois

Morris Dosewell Myles Horton Ralph Ellison

Ella Baker Bayard Rustin Frederick Douglass

Coretta Scott King Angela Davis Loren Miller

Shirley Chisholm Mary McLeod Bethune Andrew Young

Prathia Hall Fred Shuttlesworth CT Vivian

Dorothy Height Marian Wright Edelman Lorraine Hansberry

Clara Luper Robert Moses Pauline (Pauli) Murray

Diane Nash Harriet Jacobs Bruce Klunder

John Lewis Bunchy Carter Eldridge Cleaver

JoAnn Robinson John Huggins Jack O’Dell

Eleanor Holmes Norton Whitney M. Young, Jr. Robert F. Williams

Thurgood Marshall Charles Hamilton Houston Bobby Seale

Septima Clark Anne Braden James Bevel

Yuri Kochiyama Stokely Carmichael/Kwame Ture

Maya Angelou John Conyers Zilphia Horton

Charles Cobb, Jr. Assata Shakur James Baldwin

Claudette Colvin Dorothy Cotton Bernard Lafayette

Julian Bond Ida B. Wells James Meredith

**Course Syllabus**

**IDIS 300M | Freedom Rides Revisited**

**Instructors**

Professor Patterson, Geography | Office: 324 Monroe | Email: mpatters@umw.edu | Phone: 540.654.1494

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*Office Hours*

Professor Patterson: Monday, Wednesday, Friday 11-12:00; Friday 2:00-3:30

Professor Rigelhaupt: Tuesday and Thursday, 12:45-2:00pm; by appointment

**Course Description**

This class is an experiment and an opportunity to explore. What we have in common is that we have either taken or taught a first year seminar on the Civil Rights Movement and James Farmer. Our goal now is to revisit a piece of that story, the Freedom Rides and the people who made them possible. In addition, we will hone digital skills in the process of investigating the Freedom Riders and developing relevant research projects that reflect your scholarly interests and your post-FSEM experiences in college.

**Learning Outcomes**

Students who successfully complete this class will be able to:

situate the Freedom Rides within the larger context of the Civil Rights Movement and the scholarship on the Civil Rights Movement;

conduct independent research using primary and secondary sources on the Freedom Rides and Freedom Riders;

be familiar with several digital platforms for examining and presenting temporal and spatial patterns based on their independent research.

**Required Books**

Raymond Arsenault. 2006. *Freedom Riders: 1961 and the Struggle for Racial Justice*. Oxford University Press.

**Assignments**

**Digitizing *Freedom Riders* (15%)**

We will work as a class on January 21 to create a timeline and map of the first two chapters of Arsenault’s *Freedom Riders.* The goal of working on this in class is to make sure that we all understand the how and why of the JSTimeline and StorymapsJS or Google Maps.

During weeks 3 and 5 of the class (January 28 and February 11), students will be responsible for having entered appropriate events in the timeline database and will present (very briefly) the timeline they have produced about their assigned chapters. Students are expected to complete this work well and on-time.

Each timeline is worth 5% of your grade. (The workshop on January 21 is a 1% gift.) The timelines require you to identify appropriate events described in the book, enter the data in a database, following a strict format, and create headlines and text to describe the events.

The final aggregated timeline will appear on the class blog, so the last 4% of this will be based on your editing of your own and others’ timelines. Your final project can include parts of the timeline or data put together for the timeline or might reflect questions generated by the timeline.

In addition to the Timeline, students will enter the information on the Freedom Riders in the appendix into a database. The data will allow to students to re-examine the story of the Freedom Rides and the Freedom Riders. There will be opportunities to create infographics and use the data as a source in the final projects.

**Class participation (25%)**

This class will be run as a seminar and every class member is expected to participate actively. We will occasionally lecture. It is imperative that students complete the assigned reading before each class meeting. The reading journal should prepare students for class discussion. If you have difficulty

speaking during class discussion, please see us to talk about ways that you can supplement your class participation grade. The classroom is a forum for inquiry and the exchange of different ideas. We expect that students will bring a range of ideological and disciplinary commitments to class discussions. We also expect that different viewpoints will be aired in a thoughtful and respectful manner. If any student does not feel that they can express their opinions freely or if he or she feels that they are not being treated respectfully, they should see Professor Patterson or Professor Rigelhaupt immediately. We expect all students to participate actively, which includes listening. Any behaviors that prevent students from participating actively—either listening or contributing to class discussion—will affect students’

participation grades.

We expect that the classroom will be free of disruptions and distractions. Disruptions or distractions caused by electronic equipment (cell phone or laptop) will affect a student’s participation grade.

Students are required to write a self-evaluation of their class participation. This is a two-part assignment. By 11:59 p.m. on January 16, 2015, students must submit via Canvas their class participation goals and plan. The plan (approximately a paragraph) should explain how the student will prepare to be successful in class discussion, what they seek to accomplish in class discussion, and goals for improving their class participation over the course of the semester. The response should, if applicable, discuss any apprehension about class discussion and plans to address the apprehension. By 11:59 p.m. on April 17, 2015 students must submit via Canvas a self-evaluation of their class participation. The self-evaluation should assess the student’s class participation and reflect on their plans and goals from the beginning of the semester. Students should explain where they were successful and how they improved in class participation over the course of the semester. In areas where students did not find as much success, they should reflect on why that occurred and how they can make improvements in the future. At the conclusion of the self-evaluation, students must write a proposed grade for their class participation and a brief justification. In total, the self-evaluation should be approximately a single double-spaced page (300 words). Professors Patterson and Rigelhaupt will utilize the self-evaluation in their determination of students’ class participation grades.

Completing a class journal will also count towards participation. Before each class you should write a journal on the reading, the work with digital tools, and/or the progress of your final research project. For weeks when we are creating a timeline, you should reflect on the reading, but also on your own positive and negative experiences putting together a timeline.

The journal responses must be written on a subdomain of students’ website that will be created through the Domain of One’s Own (DoOO). To make things simple and uniform all the subdomains must be “idis300m”—the subdomain would be idis300m.johndoe.com. The journal responses should be 150 words, approximately one-half (1/2) of a double-spaced page. We expect critical reflection and the overall tone of the responses to be academic, analytic, and concise. The responses should succinctly summarize the main arguments and what students learned in the reading. Students should analyze what they view as a significant or controversial argument, idea, or passage from the reading. The journal responses allow students to engage with the reading and prepare for class discussion. The journal responses must be posted to students’ websites three (3) hours before the class meeting on each day they are assigned. Students are encouraged to comment on one another’s posts and make the class website a forum for exchanging ideas. Regular comments will augment the evaluation of a student’s class participation and

journal.

**Journalism on the Freedom Rides (5%)**

Students are required to collect and organize newspaper coverage of the Freedom Rides. Working with a partner, students will collect newspaper accounts from a wide range of sources and then enter that information into a shared Zotero library. Journalism is often thought of as the first draft of history. By re-examining the first draft of Freedom Rides history students will have a foundation for critically exploring the production of the history and memory of the Freedom Rides. Students will examine newspaper (and magazine) coverage from a range of sources and editorial perspectives. The newspapers and magazines include the *New York Times*, the *Washington Post*, newspapers in the Ethnic Newswatch database, college newspapers, newspapers from Jackson, Mississippi (3 papers), papers from Nashville, Tennesse (2 papers), black newspapers (*Amsterdam News, Chicago Defender, Washington Afro-American*), magazines (*Time, Newsweek, Life, The Nation, National* *Review, New Yorker, Atlantic,* etc), and coverage in CORE’s paper, the *CORE-Lator*. More detail on the newspaper research will be discussed in class on January 21.

**Presentations of newspaper coverage (10%)**

Students will present (individually or in groups) what they have found in the newspaper coverage of the Freedom Rides. These presentations should include visuals and analysis. In other words, you should be ready to talk about the number of articles, but also their content and context: how do they describe the Freedom Rides and their participants, where do the articles appear in the paper, etc. These presentations will be in class on February 25.

**Analytical paper (15%)**

Your final project for this class is a digital research project, but we want you to do some more traditional college assignment. You will write a 5 page (1500 word) paper using the *Debating the Civil Rights Movement* essays (and other ideas from class) analyzing the representation of the Freedom Rides and Riders in *Freedom* *Rides* and in the newspaper and magazine accounts that you read.

**Final Project (30%)**

Proposal (approximately 2 double-spaced pages) -- Due March 11 -- needs to include research topic or question, description of data sources, and description of final digital product -- 5%

Progress Presentation -- April 1 -- 5%

Final Presentation -- April 29 -- 5%

Final Project -- April 29 -- 20%

Grading Rationale

A — Unusual Excellence (93 or higher=A; 90-92=A-)

B — Distinctly Above Average (87-89=B+; 83-86=B; 80-82=B-)

C — Average Quality (77-79=C+; 73-76=C; 70-72=C-)

D — Below Average Quality (67-69=D+; 60-66=D)

F — Failure, No Credit (0-59=F)

**Accommodations**

The Office of Disability Resources (ODR) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the ODR and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted the ODR and need accommodations (note taking assistance, extended time for tests, etc.), we will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540.654.1266. If there is anything about yourself that you think we should know, please see either of us in office hours or before/after class.

**Course Schedule**

Week 1 - January 14

Orientation to class and tools

\* Complete class participation goals must submitted on Canvas by 11:59pm on Thursday, Jan 15, 2015 \*

**Date Details**

**Thu Jan 22, 2015 Class participation Goals (https://canvas.umw.edu/courses/985722/assignments/4319467)** 11:59pm

**Thu Mar 12, 2015 Final Project Proposal (https://canvas.umw.edu/courses/985722/assignments/4319690)** 3pm

Week 2 - January 21

Debating the Civil Rights Movement essays

Required Reading: *Freedom Riders*, pp 1-92

We will be discussing the two essays from Debating the Civil Rights Movement during the first half of the class. Come with two discussion questions and comments. During the second half of class we will build a timeline of the first set of Freedom Riders readings. As you read, mark or list the important events throughout the chapter. We will also be discussing the newspaper research.

Week 3 - January 28

Required Reading: *Freedom Riders*, pp 93-209

Week 4 - February 4

Derek Alderman Class Visit

Required Reading: Selections from Derek Alderman TBA

Week 5 - February 11

Required Reading: *Freedom Riders*, pp 209-343

Week 6 - February 18

Library of Congress Research

Week 7 - February 25

Media Coverage Presentations

Required Reading: *Freedom Riders*, pp 343-423

In addition, we will collectively write the second half of the syllabus. Students’ research projects and interests will determine the topics and themes for the reading. Possible themes/topics include women in CRM, journalism in civil rights, CRM and age, interracial social movements, the CRM in other parts of the country, and oral history and memory.

Week 8 - March 4

Spring Break

Week 9 - March 11

Proposals Due / Workshop Final Projects

Week 10 - March 18

Required Reading: *Freedom Riders*, pp 424-526

Week 11 - March 25

Analytical paper due / Screen and discuss *Freedom Riders*

Week 12 - April 1

Research project updates

Required Reading: "Stokely"; Joseph, "The Black Power Movement"; Donna Murch, *Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California* (excerpt)

Week 13 - April 8

Technical Help Day

Week 14 - April 15

Readings to be determined

Week 15 - April 22

Abbreviated class

April 29 – Final Exam Meeting

Final presentations