

ID 300
Civil Rights Movements

Spring 2022
Library TCC
9-10:15 M/W

General Education Competency Area:
Interdisciplinary Capstone: Integrative Seminar in Ethics and Values (3 credits)

“The struggle is a never-ending process. Freedom is never really won. You earn it and win it in every generation.”
Coretta Scott King

“If not us, then who? If not now, then when?” John Lewis

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Course Description

This interdisciplinary course will focus on the “long Civil Rights Movement” for African-Americans from the 19th century to the present day. We will use history, music, literature, and popular culture to explore the many perspectives. We will study events of historical significance (the Montgomery bus boycott, the march to Selma, Dr. King’s assassination, etc.) as well as those of artistic significance (the Harlem Renaissance, Afro-centric music, protest music, etc.), and examine how both have had a lasting effect on popular culture as well as have shaped civil rights. We will look at how individuals and groups shaped the Civil Rights Movement, paying attention to changing philosophies, laws, strategies, and legacies. Using primary documents, we will listen to the voices of the movement, and examine different cultural responses (music, poetry, novels, etc.) to and for the movement.

Land Acknowledgement

We at Lewis-Clark State College gather today in Simínekem (Lewiston) on the indigenous homelands of the Nimiipuu - Nez Perce Tribe. We acknowledge the Nimiipuu as original caretakers since time immemorial and recognize their continuing connection to the land, to the water, and to their ancestors. We wish to take this opportunity to express our deepest appreciation and respect for the ongoing relationship built between Lewis-Clark State College and the Nez Perce Tribe. Qe’ciyew’yew’ (thank you).

Readings

- *The Civil Rights Movement*, by Bruce J. Dierenfield (course textbook)
- *Homegoing*, by Yaa Gyasi
- *Civil Rights Music*, by Reiland Rabaka
- Other readings (available on Canvas, as marked)

Music:

Music referred to in class, in readings, and for various assignments can be found on the following YouTube music and video play list (account: DrMaestress; playlist: ID 300: Civil Rights):

<https://www.youtube.com/playlist?list=PLQULju2N62nF9Snq8YGld7u7RM7EBTUve>

General Education Learning Outcomes

- Evaluate concepts and perspectives from multiple disciplines related to ethics and values.
- Analyze how individuals/societies shape or are shaped by ethics and values.
- Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.
- Integrate and apply accumulated knowledge to develop strategies or positions that address issues of ethics and values.

Course Objectives

- Gain a solid understanding of the ethical issues shaping the Civil Rights Movement.
- Increase research and analytical skills in examining key issues in the movement
- Enhance comprehension of African-Americans and other peoples of color's changing statuses through different time periods.
- Articulate the importance of the arts as a vehicle for expression and means of preserving culture and explaining history.
- Identify and explain artistic elements across genres that are critical to the historical movement.

Canvas component

We will utilize the Canvas component of this course in a few ways. All of your assignments will be submitted through Canvas. Assignments are due by 11:59 PST on the date noted in the schedule. Canvas will also serve as a repository for additional material for the course: examples of various assignments for your final research paper, primary documents and articles, specific assignment guidelines/questions for papers, etc., writing tips, and the syllabus. Each week has its own module on Canvas, in which you will find links to any assigned readings/videos/audio as well as links to any assignments due that week. Some modules also have "Supplemental material" that is NOT required for the week, but are additional readings or links that we thought students might enjoy or learn from. We will use Canvas for announcements about the class, so make sure you update your settings to get email alerts when we post those. We will also keep the grade book on Canvas, but bear in mind some scores might be dropped (see below) so the running tally isn't always accurate. Pay attention to the scores for individual assignments and not the total. Points for attendance and participation will only be entered after the last day of class.

Course Requirements and Grading

Reading responses: Because so much of this course is based on class readings and discussions, we want to make sure that everyone has done the assigned reading and is well-grounded in context so they can participate fully in the class discussions. These written responses need to be *at least* two paragraphs, address in some fashion **all** the readings assigned for the week and consider ideas of "ethics." Each response needs to include, in at least one sentence, what you see as the *major* ethical issue covered in the readings. Students are expected to read all assigned readings each week, but you only need to write these responses for half of the weeks. Students whose last names start with A-M will turn in papers for odd-numbered Reading Responses (1, 3, 5, 7, 9, and 11) and students whose last names begin with N-Z will have the even-numbered Responses (2, 4, 6, 8, 10, and 12). These responses will be graded for their analysis of the readings. These are not formal essays, which means you can interject opinions and reflections. These response papers are worth 20 points each, and we will drop your lowest score (or you can just complete five), for a total of 100 points. See the course schedule for due dates, but generally speaking these are due Tuesdays each week by 11:59 pm PST.

Coded lyrics: This assignment is designed to assess your understanding of the importance of singing to enslaved Africans, and the role that singing played in their lives as enslaved people. You will be asked to analyze and interpret a spiritual, referencing the spiritual readings (Week 2 readings) in your response. This 2-3-page paper is due **February 2** and is worth 50 points.

Think piece essay on *Homegoing*: This paper is designed to improve your writing skills, your critical analysis skills, and your understanding of different themes and ethical choices in civil rights history, and how the fight for civil rights has shaped not only national history but individuals' lives. For this paper, focus on a theme of your choosing from the book and explore what this theme (and the book in general) reveals about civil rights. There are many potential avenues you could explore for this paper; we want you to write about something that stood out to you. We do not want a book summary of the novel. You should be able to sum up the basic plot of the book in TWO paragraphs. The rest of your paper needs to focus on a theme and explore the book's contributions in that light. This paper needs to be 3-5 pages, and is worth 100 points. It is due **February 23**.

Short analysis paper: You are required to a short analytical response to one of the books for the course, *Civil Rights Music* by Reiland Rabaka. We will be reading this book throughout the semester, and this assignment asks that you analyze its overall argument and content, particularly as it relates to the interaction of music and history. This 3-5-page paper is worth 100 points and is due **April 27**.

Protest song assignment: After identifying a contemporary civil rights or social issue that resonates with you, write new lyrics to one of the Civil Rights songs we learned in class that are reflective of your chosen issue. While you will not be expected to perform your song, your lyrics should be thoughtful and well-crafted in the spirit of the Civil Rights song it is modeled after. This 2-3-page paper is worth 50 points, and is due **May 2**.

Film or series review: Select one film or television series from the approved film/series list posted on Canvas, and write an analysis of it as it relates to the readings, content, and class discussions. Your paper should not give a summary of the film/series, but rather discuss how and why this film/series is relevant to issues presented in this course. Refer to specific readings and other course materials in your response. This 3-5-page paper is worth 100 points and is due **May 4**. This paper can be handed in early, and this is helpful if you are writing on a film dealing with a topic from early in the semester.

Final paper: This 8-10 paper is the major project for the course and is worth 250 points. It is a culmination of everything the class has read and discussed over the semester, and as such should incorporate ideas from class readings, music, and discussions. We expect outside research for this paper, as well, including other secondary sources (come talk to us for title and author suggestions) and primary sources (films, songs, letters, speeches, etc.). One of the goals for this paper is to make the course relevant for each of you and for you to see how ethical considerations and civil rights are part of our daily lives. You need to research what you feel is a significant ethical issue that the Civil Rights Movement contended with, and examine how music and popular culture reflected this issue/topic, as well as how music and popular culture helped shape it (or change it). We want you to guide your own research, and so you must come up with a way to frame your topic and paper in a manner that reflects your own interests as well as a manner that considers the differing ideas of ethical issues within the movement.

The following assignments are designed to ensure that you are completing your research in a timely fashion. You cannot skip any of these assignments and you cannot hand in a subsequent assignment without completing the one before it. This means that you cannot skip the topic proposal and head straight to the annotated bibliography assignment; you will have to do the first assignment (although, with our late policy, this might mean receiving no actual points for the assignment). Canvas has

examples of these “stepping stone” assignments so you can see how to approach each of them, found in the module marked “Final research paper examples.”

First, you will need to hand in a **topic proposal**. This should be just a short, one-paragraph description of your topic. Our objective is to help you focus your research a bit more at this point. When we grade this assignment, we will also provide you with research suggestions, including some sources and areas to consider. The goal of this assignment is to make sure that you are beginning to consider your research project early enough to fully complete all of your research. This proposal is due **March 2**, and is worth 25 points.

Next, you will hand in an **annotated bibliography**. You need to include **at least five out-of-class sources** that will help you in your research. You will need to write one paragraph per source that sums up its contents, relates its main idea and/or argument, and describes how you believe you will use it for your paper (how it works as evidence for your argument). Come see us before this assignment is due if you have questions on potential sources, or just need help in general. The goal of this assignment is to make sure that you have delved into your sources and that you have begun considering your larger argument. This assignment is due on **April 13** and is worth 75 points.

The secondary sources can be full-length books or scholarly/peer-reviewed articles. If you need assistance finding scholarly articles, please see one of us or a reference librarian. For the primary documents, there are some collections within the library and numerous sources online. Make sure if you find a document online, you correctly cite where you got it from (so we can also access it), and that it is from a reputable source. If you are unsure, please come and see one of us. Just as a matter of clarification, Wikipedia is not a scholarly or peer-reviewed secondary source.

You will also record a **five-minute formal presentation** on your research, and this presentation is worth an additional 50 points. We expect this to be a well-prepared talk which utilizes a PowerPoint component. For your presentation, you need to be able to *briefly* and clearly explain your topic, argument, sources, and evidence. These presentations will be recorded on Flipgrid and submitted on Canvas. Student presentations are due by **noon on Monday, May 9**. No late work will be accepted.

Your **final paper** should use information from class discussions, lectures, course readings, and (primarily) outside research. It needs to be well-researched with a strong argument, demonstrate a firm grasp of the topic, incorporate ideas of ethics, and contain relevant and accurate evidence. It is a formal paper and cannot include any first-person references (I, we, me, us, our, etc.) or contractions. This 8-10-page (worth 250 points) paper is due by **noon on Monday, May 9**. No late work will be accepted.

Participation and attendance: This class will have some lectures to give you an overview of specific subjects, but it is primarily a discussion-based class. Please come to class with the reading assignments completed, as they will provide a foundation for that day’s discussion. In an upper-division course, we expect a high degree of critical discussion from everyone, so don’t just skim the readings quickly. Read carefully and thoughtfully. Be prepared to offer and defend your opinions. If it appears that students are not doing the assigned reading (even on weeks when not required to hand in a reading response), we reserve the right to give quizzes based on the reading. Trust us: this is not a right you want us to exercise. The class is more enjoyable if you are well-grounded in the readings and ideas before you come to class, we promise. Participation and attendance are worth 100 points.

Miscellaneous class information

Assignment submission and requirements: We require that all assignments be submitted on Canvas. All papers need to be double-spaced and in Times New Roman 12 pt. font.

Late assignments: Assignments are due on the day noted on the course schedule and in the Canvas calendar. All work will be submitted through Canvas. Late work will be accepted (except for the final research paper), but will lose 5% for each day late, including weekends. Late work won't receive any feedback. Late assignments also have a one-week deadline, after which we will no longer accept them without documentation demonstrating why you could not get your assignments in on time. There will be no late work accepted on the final research paper.

Classroom Etiquette: Basic rules of respect will be observed at all times in this course. Please arrive on time for class and turn off all cell phones and other devices during class. Laptops may be used for the purpose of taking notes; however, if you are using your computer for other purposes during class (such as updating Facebook), this privilege will be revoked. In addition, please refrain from talking to your neighbors while your professors or your fellow classmates are speaking. We will often discuss sensitive subject matter in this class including, but not limited to, issues of race, ethnicity, class, gender, and politics. Since history and music are open to multiple interpretations, disagreement is fine—but disagreements are to be grounded in historical interpretation. They must be targeted at *ideas* and they must be delivered respectfully. Personal attacks against individuals *will not* be tolerated. You can expect the same respect from us that we expect from you.

Diversity/inclusivity: With this, one of our goals for this class is to create and foster a learning environment that supports a diversity of thoughts, perspectives and experiences, and allows for feelings of inclusivity for all students' identities (including race, gender, class, sexuality, religion, ability, etc.) If you have a name and/or set of pronouns that differ from those that appear on our class roster, please let us know. As we all work with each other, let's be mindful that we are all constantly in a learning process, especially as it comes to diverse perspectives and identities. If something was said in class by one of us or a classmate that made you feel uncomfortable, please talk to us about it. As we will be discussing sometimes sensitive and challenging material in class, we need to work together to create an atmosphere of trust and safety in this class. We will work together to foster an environment in which each class member is able to hear and respect each other. If this is not happening, please let us know so we can find solutions. If you need to miss class for any cultural or religious reasons (including holidays), please let us know so we can find a way to keep you caught up.

Disability Accommodations: Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should contact Accessibility Services at 208-792-2677 or by visiting their office at LIB 163. The [Accessibility Services](#) webpage is a helpful place to start, as well. Official documentation may be required in order to receive an accommodation and/or adaptation. We are happy to work with you so that you can be successful. Please communicate with us and the Accessibility Services office so we can do this.

Email: We recommend that you use the course email in Canvas to contact us, but if that is not working for some reason, make sure you use our correct email (aecanfield@lsc.edu and sjgraham@lsc.edu). DO NOT just rely on the auto-complete feature; type it in fully yourself to make sure it is correct. We are not responsible for emails sent to an incorrect address. Do not delete any emails to us unless we have responded. We will always respond to let you know that we received your message. If we have not replied within two working days, assume that we did not get the email. We only check work email during work hours (Monday-Friday, 8 am-5 pm), so don't worry if you don't get a response to an email sent in the evening or on the weekend. If you are emailing us outside of the Canvas email system, please put ID 300 in the subject line.

****When emailing us (or any professor), be sure to use basic email etiquette. Always use a polite salutation at the beginning of your message. “Hey” or “Hey Prof” is not suitable. Use correct grammar and punctuation, and proofread and spell check your message. Don’t send an email until you have used your resources wisely; check the syllabus for clarification before asking when an assignment is due, for example.****

Academic Integrity: Academic honesty is expected of all students. Academic dishonesty includes plagiarism (the use of someone else’s *words or ideas* without acknowledgement), cheating on assignments or exams, and assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. Violations of academic honesty will be reported to the appropriate school officials and the student **will fail the course**. No exceptions.

Course expectations: In general, we expect college students to be self-directed and self-motivated learners. You need to successfully manage your time and keep on top of all assignments and due dates. The general rule of thumb for all college classes is that for every credit hour in class, you are also spending 3 hours outside of class. This means that for a 3-credit class, you are spending 3 hours/week in the class and 9 hours/week preparing for it (studying, reading, writing, etc.). We want you to be successful, and we are here to help you. If you need assistance, have any questions, or are struggling at any time, please contact us. Never be intimidated about the prospect of talking with your professors. We really are here to help.

Incomplete policy: We understand that unforeseen circumstances can arise in students’ lives, making them unable to complete a course. You can request an Incomplete grade (I) in certain circumstances; however, you will only have one semester to make up the work before the I turns into an F grade. To receive an Incomplete, you need to discuss the issues and options with us, and then make a “formal” request (an email is fine). You need to have completed at least 80% of the work for the course. Please see us as soon as you can if you believe you will need an Incomplete. Pay attention to the dates in the syllabus for dropping courses and withdrawals, as well. Our mantra over the last year has been all about flexibility and compassion. There is much out of control in everyone’s lives and we are here to help you succeed in this class however we can. Just try to stay in communication with us if things change suddenly on you.

LCSC mask policy: To maximize protection from the different variants of COVID and prevent spreading, LCSC is requiring all members of the campus community – regardless of vaccination status – to wear a face covering in indoor spaces where others are present, including in our classrooms and offices. We thank you in advance for your cooperation in this matter.

Attendance: Attendance and participation matters and will help you succeed in this class. However, we are still living in a challenging world right now, and we completely understand that we all need to be flexible. If you feel slightly sick, or someone in your household is sick, **DO NOT COME TO CLASS**. We can get you caught up and we will work with you to get lecture notes from another student. You will not lose any points for missing class if you are sick, but we will need some sort of documentation if your illness takes you away for more than two class periods in a row. If you have to miss class for more than two weeks, please communicate with us so we can work with you on deadlines. We may need to see documentation, because we will only extend due dates or excuse late points if there is a legitimate reason that you could not attend and submit assignments.

Excused absences: These definitely still include medical and family issues this semester! Just stay in communication with us if issues come up and I can be understanding since life is weird right now. Excused absences can include jury duty, school-related activities, documented emergencies, etc. If you have a documented excused absence, let us know as soon as you can so we can work with you.

Good dates to keep in mind:

- January 31: Last day to add classes or drop without “W” grade on transcript
- February 21: President’s Day, campus closed
- March 28-April 1: Spring break
- April 7: Last day to drop from classes or withdraw from college for the semester
- May 18: Final grades posted to WarriorWeb

Grade scale:	Points:
A 920-1000 points	Reading responses: 100 points
A- 900-919	Coded lyrics: 50 points
B+ 880-899	Think piece on <i>Homegoing</i> : 100 points
B 820-879	Film/series review: 100 points
B- 800-819	Short analysis paper on <i>Civil Rights Music</i> : 100 points
C+ 780-799	Protest song paper: 50 points
C 720-779	Topic proposal: 25 points
C- 700-719	Annotated bibliography: 75 points
D+ 680-699	Oral presentation: 50 points
D 600-679	Final paper: 250 points
F 599 and below	Participation and attendance: 100 points
	Total: 1000 points

Course Schedule:

Week 1 (Jan. 19): Defining Civil Rights and the Long Civil Rights Movement

Read:

- Pages 1-12 in *The Civil Rights Movement (TCRM)*
- Jacquelyn Dowd Hall, “The Long Civil Rights Movement and the Political Uses of the Past”
- Chris Johnson, TEDxHudson, “How banning the African drum gave birth to American music”
<https://youtu.be/YLG871tKZUM>
- Begin *Homegoing*

Week 2 (Jan. 24 and 26): Music of Enslaved Africans; and 19th Century Abolitionist Movements

Read:

- Sarah Bradford, excerpt from *Harriet: The Moses of Her People* (1886)
- Frederick Douglass, excerpt from *The Narrative of the Life of Frederick Douglass: An American Slave* (1845)
- W.E.B. DuBois, excerpt from *The Souls of Black Folk* (1903)
- Eileen Guenther, excerpt from *In Their Own Words: Slave Life and the Power of Spirituals* (2016)

View:

- Dr. Ama Oforiwaa Aduonum, TED Talk, “Walking with My Ancestors: A Journey from Slave Dungeons in Ghana to America” <https://youtu.be/56WTvTyyLsY>

Due:

- Reading response 1 (Jan. 25)

*****January 31 is the LAST day to drop class without a “W” grade on your transcript*****

Week 3 (Jan. 31 and Feb. 2): From Restoration to Reconstruction: Goals of the Civil War

Read:

- Document 1 in *TCRM*
- Finish *Homegoing*

Due:

- Coded lyrics assignment (Feb. 2)

Week 4 (Feb. 7 and 9): Jim Crow Society: Black Codes, the KKK, and Lynchings

In-class viewing: *Ethnic Notions*

Week 5 (Feb. 14 and 16): A New Century: The Niagara Movement, the NAACP, and World War I

Read:

- Pages 13-21 in *TCRM*
- W.E.B. Du Bois, “The Talented Tenth”
- Booker T. Washington, “Atlanta Exposition Address”
- Pages 8-13; 53-85 in *CR Music*

Due:

- Reading response 2 (Feb. 15)

Week 6 (Feb. 23): The Harlem Renaissance: Blues, Jazz, and Transformations

Feb. 21 Presidents’ Day, NO CLASS

Read:

- Amy Jacques Garvey, “Women as Leaders”
- Pages 85-95; 103-127 in *CR Music*
- Dorian Lynskey, “Billie Holiday/’Strange Fruit’/1939”

Listen:

- Andrew Hickey, “Episode 13: ‘Mama He Treats Your Daughter Mean’ by Ruth Brown”
<https://500songs.com/podcast/mama-he-treats-your-daughter-mean-by-ruth-brown/#more-146>
- Andrew Hickey, “Episode 15: ‘Hound Dog’ by Big Mama Thornton”
<https://500songs.com/podcast/hound-dog-by-big-mama-thornton/>

Due:

- Think piece on *Homegoing* (Feb. 23)
- Reading response 3 (Feb. 24—note that this is a Thursday, not a Tuesday)

Week 7 (Feb. 28 and March 2): The Great Depression, the New Deal, and Racism in the 1930s

Read:

- Jonathan Markovitz, “‘Exploding the Myth of the Black Rapist’: Collective Memory and the Scottsboro 9”
- C. Alvin Hughes, “We Demand Our Rights: The Southern Negro Youth Congress, 1937-1949”
- Pages 127-153 in *CR Music*

Due:

- Reading response 4 (March 1)
- Topic proposal (March 2)

Week 8 (March 7 and 9): Double Victory Campaigns, World War II, and Big Band Music

In-class viewing: *The Girls in the Band*

Read:

- Cheryl Mullenbach, “War Workers: Negroes Cannot Be Accepted”
- Mary Dudziak, “Josephine Baker, Racial Protest, and the Cold War”
- A. Phillip Randolph, “The Negro March on Washington Movement” (1941)
- Claudia Jones, “An End to the Neglect to the Problems of Negro Women” (1949)

Due:

- Reading response 5 (March 8)

Week 9 (March 14 and 16): Changes in the 1950s: Brown v. Board, Protests, and Violence

Read:

- Pages 22-53 in *TCRM*
- Docs. 2, 3, and 4 in *TCRM*
- Pages 85-99 in *CR Music*

Listen:

- Andrew Hickey, “Episode 32: ‘I Got a Woman’ by Ray Charles <https://500songs.com/podcast/episode-32-i-got-a-woman-by-ray-charles/#more-126>
- Andrew Hickey, “Episode 34: ‘Tutti Frutti’ by Little Richard <https://500songs.com/podcast/episode-34-tutti-frutti-by-little-richard/#more-123>

Due:

- Reading response 6 (March 15)

Week 10 (March 21 and 23): North vs. South: Re-examining Perceived Divisions

In-class viewing: *What Happened, Miss Simone?*

Read:

- Pages 54-77 in *TCRM*
- Docs. 5, 7, and 13 in *TCRM*
- Pages 169-185 in *CR Music*
- Dorian Lynskey, “Nina Simone/’Mississippi Goddam’/1964”

Listen:

- Andrew Hickey, “Episode 19: ‘That’s All Right Mama’ by Elvis Presley <https://500songs.com/podcast/thats-all-right-mama-by-elvis-presley/#more-140>

Due:

- Reading response 7 (March 22)

**** March 28-April 1: Spring Break, NO CLASSES****

Week 11 (April 4 and 6): Singing Protest: Dr. King, SNCC, Birmingham, and the March on DC

Read:

- Pages 78-96 in *TCRM*
- Docs. 6, 8, 9, 10, 14, and 16 in *TCRM*
- Dorothy Height, “‘We Wanted the Voice of a Woman to Be Heard’: Black Women and the 1963 March on Washington”
- Dorian Lynskey, “Zilphia Horton, Frank Hamilton, Guy Carawan, and Pete Seeger/‘We Shall Overcome’/1947-1963”

Listen:

- Andrew Hickey, “Episode 109: ‘Blowin’ in the Wind’ by Peter, Paul, and Mary <https://500songs.com/podcast/episode-109-blowin-in-the-wind-by-peter-paul-and-mary-2/>

Due:

- Reading response 8 (April 5)

Week 12 (April 11 and 13): Singing Protest: Selma and Voting Rights

In-class viewing: *Selma: The Bridge to the Ballot*

Read:

- Pages 97-124 in *TCRM*
- Docs. 12 and 15 in *TCRM*
- Fannie Lou Hamer, “‘I Don’t Mind My Light Shining’: Speech Delivered at a Freedom Vote Rally in Greenwood, Mississippi” (1963)
- Pages 23-50 in *CR Music*

Listen:

- Andrew Hickey, “Episode 5: Rosetta Tharpe and ‘This Train,’” <https://500songs.com/podcast/rosetta-tharpe-and-this-train/#more-155>

Due:

- Reading response 9 (April 12)
- Annotated bibliography (April 13)

*****April 7—Last day to withdraw from classes or college for the semester*****

Week 13 (April 18 and 20): Black Power, Vietnam, and a Dividing Movement

Read:

- Pages 125-135 in *TCRM*
- Docs. 11, 17, and 18 in *TCRM*
- Cynthia Griggs Fleming, “Black Women and Black Power: The Case of Ruby Doris Smith and the Student Nonviolent Coordinating Committee”
- Dorian Lynskey, “James Brown/’Say it Loud—I’m Black and I’m Proud’/1968”

Listen:

- Andrew Hickey, “Episode 39: ‘Please Please Please’ by James Brown and the Famous Flames” <https://500songs.com/podcast/episode-39-please-please-please-by-james-brown-and-the-famous-flames/>

Due:

- Reading response 10 (April 19)

Week 14 (April 25 and 27): Feminism, Civil Rights, and Intersectionality

In-class viewing: 13th

Read:

- Document 19 in *TCRM*
- bell hooks, “Black Women and Feminism,” in *Ain’t I a Woman: Black Women and Feminism* (1981)
- Joshua Guild, “To Make that Day Come: Shirley Chisholm’s Radical Politics of Possibility” in *Want to Start a Revolution?: Radical Women in the Black Freedom Struggle* (2009)
- Sherie Randolph, “‘Women’s Liberation or Black Liberation You’re Fighting the Same Enemies’: Florynce Kennedy, Black Power, and Feminism”
- Combahee River Collective, “A Black Feminist Statement” (1977)

Due

- Reading response 11 (April 26)
- Short paper on *Civil Rights Music* (April 27)

Week 15 (May 2 and 4): Where We Are Today: Black Lives Matter Movement and Justice Choir

Read:

- Pages 136-138 in *TCRM*
- Pages 185-197 in *CR Music*
- Public Enemy “Fight the Power”
- Dorian Lynskey, “Public Enemy/’Fight the Power’/1989”

Due:

- Protest song assignment (May 2)
- Reading response 12 (May 3)
- Film review (May 4)

Week 16: Final research presentations/papers

Due by noon on Monday, May 9:

- Final research presentation (recorded on Flipgrid)
- Final research paper