Course description
The modern Civil Rights movement was arguably the most significant social movement in U.S. History. It had roots in activism that dated back to the early twentieth century; in the post-World War II decades, it developed into a broad range of activisms that touched Americans across lines of race, class and region, and also crossed borders well beyond the U.S. And yet, most people encounter civil rights activism for a class or two in elementary and high school and through just a few iconic moments: Martin Luther King Jr. addressing the crowd at the March on Washington in 1963 declaring “I have a dream”; Rosa Parks declining to give up her seat on a bus in Montgomery because she was “old” and “tired”; protesters singing “We Shall Overcome.”

In this course, we look more deeply at a few select episodes that comprised this transformative era of black activism. Rather than aim for breadth or anything resembling systematic coverage, we instead probe deeply and from various perspectives into key moments and/or themes in civil rights history: the murder of Emmett Till in 1955; the broader context for the March on Washington in 1963; and a more brief consideration of a topic that all of you will help to choose. In our two main units, we examine a range of primary sources—newspapers, photographs, speeches, legislation, trial transcripts, interviews, poetry, memoirs, letters, music, and more. We work to interpret, analyze, read between the lines, and question sources; we ask how and where and why and by whom these sources were produced; we consider not only what they reveal but how they do so (and what they might not reveal, and why that can matter). As we interpret the past together, we peel away the layers of what might at first seem to be a simple story about “who did what” to reveal the complexity and messiness of history. In other words, through this “detective work,” we “do” history: pulling together a large body of often-discordant evidence as we work to make sense of the past.

The format of the course will be a combination of lecture, discussion, and smaller group activities. We will often read, watch, listen to, and discuss primary sources together. Because of the central role discussion will play, it is essential that you complete the required readings and/or the required viewings and listening by the date indicated on the syllabus. Note that you will be evaluated on your understanding of sources that are assigned for homework and those you first encounter in class; as such, you will need to attend class regularly, take notes, and engage actively in order to succeed.

Goals and learning objectives
By the end of the semester, students will have learned:

- How to analyze and evaluate a range of primary sources—written, visual, and audio—as historical documents;
- How to make sense of pivotal events in the history of the civil rights movement and to think about race relations in conjunction with issues of class, gender, sexuality, and place;
- How to write an essay (including drafting and revising) in clear terms about civil rights activism, with a focus on argument, historical evidence, and clarity;
- How to find relevant evidence: over the course of the semester, students will take on the investigative work of finding their own original newspaper sources.

Names and Pronouns
An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the gendered pronouns you use (for example, I go by she/her/hers). Please
feel free to let me know your name and/or the pronouns you use. If I do not pronounce your name correctly, please let me know.

Grading and requirements

1. Attendance and class participation (25%)
2. Weekly online asynchronous assignments (15%)
3. Two in-class exams (including an essay for each) (30% combined)
4. Build an archive/creative project (10%)
5. Final essay, 6-7 pages (20%)

1. Attendance and Class Participation (25%). This crucial component of the course includes:
   • Showing up to class prepared. Attendance combined with consistent and thoughtful participation in class discussions is required, and will be counted toward your final grade. I will take attendance weekly at the start of class and after break; to be counted as “present” you must be there for the entire class. With regard to participation, your comments must suggest that you’ve completed all of the weekly requirements, and have prepared thoroughly. This is not a passive learning environment, and simply showing up is not enough to receive an “A” in this component of the course. Because participation is so important, missing more than two classes without an excused absence will affect your final grade. If you miss one class, that will be an excused absence, no questions asked. If you miss more than one, you must be in touch with me for it to be an excused absence. According to Rutgers University, Newark, the recognized grounds for an excused absence “are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” To repeat, more than two unexcused absences total will affect a final grade. Any student who misses four or more class sessions --through any combination of excused and unexcused absences-- may not earn credit in this class. Such students should withdraw to avoid getting an F.
   • If possible, please let me know in advance if you will not be in class. With covid ongoing and its course remaining unpredictable, I will do my best to be understanding and to accommodate challenges that you may face.
   • You may only use devices in class to access class-related materials. Any student who is texting, shopping, or doing anything online not DIRECTLY related to class will be marked as absent (unexcused) for that day. Please silence all cell phones.
   • Source Analysis. To support your participation and to help you prepare for the final essay, you must submit THREE source analyses. These are typed response papers in which you will analyze one of the sources assigned that week (12 pt. font, double spaced, with your name, name of class and date in single space in top left corner of p. 1). You must complete the first source analysis (1-2 pages) on Tuesday, January 23. The second source analysis (2-pages) is due either on Tuesday January 30, or Tuesday, February 6. The third source analysis (3 pages) is due either on Tuesday, February 27 or Tuesday, March 5. You must post these source analyses on canvas by NOON on Tuesdays and they must relate to the material we will be covering in class that day. You will receive comments and a score of 1-10 on these assignments, and not a letter grade. However, they will count toward the numeric grade of class participation; they are also essential building blocks to other writing assignments. See the syllabus and canvas for the specific source analysis assignments. Note that on February 13, there is an optional/extra credit source analysis option.

2. Weekly online asynchronous assignments (15%)
   • Because this class meets just once week, most weeks include assigned readings and an online written assignment due by Monday at the latest, in addition to the homework required for class meetings on Tuesday. You must complete these asynchronous written assignments at FIVE points during the semester (roughly every other week, though one is required on Feb. 13), and post them on canvas by Monday night at 10 pm. You will receive comments and a score of 1-10 on these assignments, and not a letter grade. However, they will count toward the final numeric grade for online asynchronous written work.

Note: You are responsible for keeping track to ensure that you complete 5 of these assignments. Also note that whether or not you complete the online written assignment, the readings/viewings are required. This online asynchronous work will give you the critical context and background information you need to prepare for and participate in our class meetings.
3. **Two in-class exams, including essay.** (15% each, 30% combined). These closed book exams will be at the conclusion of each of our two main units and will consist of multiple choice and short answer questions, and one essay. If you have kept up along the way, these exams should not be overly-challenging. We will discuss the essay component of the essay further together in class.

- Exam 1: **Tuesday, February 20**
- Exam 2: **Tuesday, March 26**

4. **Build an Archive/Creative Project.** (10%) **Tuesday, April 16.**
   - Over the course of the semester, you will gather about 6 primary sources that either: 1. say something about civil rights activism today in our own era; 2. build off of and elaborate further on one of our two main units of the course; or 3. engage with recent and popular re-tellings of material we have studied. This creative project assignment is an opportunity for you to connect the themes and materials we have covered in class to your own lives. It is also an opportunity to communicate your ideas in a format that is not the “traditional” academic exam or essay.

5. **Final essay, 6-7 pages (20%)**
   - In this final essay, you will revise and expand upon one of the exam essays. You will draw on additional primary sources from the syllabus and at least one new primary source from off the syllabus. Your final essay grade will be based on how you engage with the revising process as a whole and not just your final essay. The required “building blocks” toward the final essay are:
     - Tuesday, April 9. “Find a new source” research exercise.
     - Tuesday, April 23. One paragraph description of your final essay.
     - Saturday, April 27, 9 am. Final essay.

Grading Scale for end-of-semester final grades:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>90 - 100</td>
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<td>59 or less</td>
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**Required Materials**

All required readings and viewings are available as links on the syllabus, or on Canvas, organized by module chronologically by date. Nevertheless, if you are able, I encourage you to buy Christopher Metress, ed., *The Lynching of Emmett Till: A Documentary Narrative* (University of Virginia Press, 2002) as inexpensively as possible AND **as soon as possible**. We will be reading larger sections of this book over the first month of the semester. Sections that are not assigned could be useful for your final essay. Again, this purchase is optional.

It is **VERY** important that you have the required readings with you during our discussions, whether that means printing out from canvas or using your laptop in class. To repeat: If you have your laptop open during class, you should **only** be looking at class-related materials. Students who I see texting, shopping, or doing anything online unrelated to class during our meetings will be marked as absent for that day. Please silence cell phones and put all other devices away.

**A few other important things...**

--- **Deadlines matter.** All assignments are due on the dates indicated. **Grades will be lowered on late (or missing) papers,** unless you have talked with me in advance and receive an official extension.

--- **Respect matters.** In this course, we will be reading and discussing material that can be upsetting, and topics on
which we may not all agree; some of the themes and imagery we encounter in the sources may feel offensive or otherwise controversial. In this context especially, it is crucial for us to combine the free expression of ideas with respect for each other. I will be providing information in advance about materials that may be disturbing, but throughout the semester, please take care of yourselves and prioritize your own well-being with regard to the difficult materials we may be discussing.

--Writing matters: While we will be talking a great deal about writing over the course of the semester, it is important to note that this is not a “writing” class per se, and we will focus more on how to write about historical sources than on issues of grammar/technique, etc. With that in mind, there may be times when I feel, and/or you may feel, that you need additional support to strengthen your writing. At the R-N Writing Center, students can take advantage of trained tutors whose job it is to help students succeed with writing and reading skills. This is a terrific resource; I encourage all of you to take advantage of the Writing Center, and at times I may strongly encourage or expect some of you to do so.

• For the writing center, please see: https://sasn.rutgers.edu/writing-center, and the link to the MyRun Student Resources page. https://myrun.newark.rutgers.edu/covid19

--Academic integrity matters. Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. Please resist the urge to cut and paste, either literally or figuratively, by using other people’s ideas. More specifically:

• In your papers, you must cite and provide a reference for all language and/or ideas that are not your own. The essays for this class are based ONLY on required readings on the syllabus. You need not—and indeed should not—be going to any sources beyond the syllabus as you write your papers. However, should you make the choice to look at other sources, you still must cite those sources.

• With regard to ChatGPT and any other generative AI models: these may NOT be used for any assignment and are not permitted in this class. They cannot be used for any stage of the writing process or on any assignment. Any use of such tools for your work in this class will be considered a violation of academic integrity. If you are curious about ChatGPT, or have any questions about this policy, please bring those questions to class or to office hours, so that we can grapple with these new ways of learning and writing together.

• If I find that you have used other people’s ideas without citation (e.g., ChatGPT, Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. At the minimum, you will get a failing grade for that assignment and you will not be able to make it up.

• As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University. Violations of the university honor code will be prosecuted to the full extent that is permitted.

• The department requires that the following honor pledge is written and signed on every exam, paper, or other major course assignment that is submitted for grading:

“On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

• For more information about academic integrity, see: http://academicintegrity.rutgers.edu

Note that lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university’s Academic Integrity Policy.

• These copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students’ right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any
parts of online sessions are going to be recorded (which in fact will NEVER happen in this class); such recordings cannot be circulated outside the course.

--Communication matters; support matters. Note that this syllabus is a work in progress; there will undoubtedly be modifications along the way. I will use canvas email to communicate and will assume that you receive and read these emails. If you do not use your Rutgers email regularly, please have these emails forwarded to you so that you can keep up. If you have any questions or concerns about the class- weekly assignments, something on canvas, etc.- it is always better to reach out to me sooner rather than later.

This class welcomes all learners, and Rutgers University Newark is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole.

- For support and accommodations, please see: student accommodations and support statement.

RU-N has identified the following resources to further the mission of access and support:

- For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability and provides students with a Letter of Accommodation (LOA). Please reach out to the ODS as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

- For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or for more information, https://studentaffairs.newark.rutgers.edu/support-services/title-ix#:~:text=If%20you%20encounter%20any%20problems,(973)%20353%2D1906.

- For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

- For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

- For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

- For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

- For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

- For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic
performance. Students, faculty and staff may contact the CARE Team by using the following link:
tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

- **For Stress, Worry, or Concerns about Well-being:** The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

- **Additional support is available to any RU-N student through Uwill services:**
  - Umatch: Teletherapy with flexible scheduling, starting with a free account.
  - Uhlp: Crisis support at 833-646-1526 (available 24/7/365).
  - Urise: Wellness-based video collection with a free account.
Access Uwill@RUN at https://my.rutgers.edu using your netid. Services are confidential and free.

- **For emergencies,** call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

Finally, let us all do the best we can. I expect all of us to be patient with each other.
CLASS SCHEDULE:

January 16:  Introductions and Preliminary Questions
-Asynchronous Online Work
  • Before our first class, please read the syllabus all the way through and post 2 questions you may have (with regard to organization, deadlines and assignments, content, etc.) See canvas, Assignments and submit under “Required online work, 1/16/24.”

-Class meeting
  • See you there!

UNIT I
(NOTE: This unit includes upsetting images and content, including racist violence and bodily harm-- most explicitly in the required sources for Jan. 23; as you engage with this material on your own in your homework and in class, please prioritize your own well-being.)

January 23:  The death of Emmett Till, I:  Murder and Mourning
-Asynchronous Online Work
  • Review “context” powerpoint
  • Complete written assignment (due by Monday night, 10 pm). (REMINDER: you must complete 5 of these online assignments over the course of the semester.)

-Class: Required Reading/Viewing/Listening:
  • David Jackson, “Images of Emmett Till,” Jet Magazine, September 15, 1955, pp. 6-9 (please look at the cover of the issue and skim around some other areas as well, but focus on6-9):
    https://books.google.com/books?id=57EDAAAAMBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
  • Listen: Renee Montagne, “Emmett Till and the Impact of Images,” NPR, June 23, 2004:

Source analysis, I. REQUIRED FOR ALL. (1-2 pages)
Choose one newspaper article from 1955 that appears the Metress anthology and describe what story that article tells. You need not have a thesis or a specific argument that you are trying to develop for this response, but you should focus details from the article itself. What does the article emphasize? What does it not emphasize? Pay careful attention to the text and describe the words and the tone as well as the story itself. After your description, please include 2-3 quotes from the article that you think are particularly relevant to what you’ve described. (These quotes can stand alone and do not need to be part of the response itself.) Please make clear at the top of the page which article you are describing, its original date and publication, and on what page from the Metress, ed., anthology it appears.

January 30:  The death of Emmett Till, II: Trial
-Asynchronous Online Work
  • Complete asynchronous written assignment (due by Monday night, 10 pm). (REMINDER: you must complete 5 of these online assignments over the course of the semester.)

-Class: Required Reading/Viewing/Listening:
• “The Emmett Till Murder Trial, Selected Testimony”: [http://famous-trials.com/emmetttill/1757-tilltestimony](http://famous-trials.com/emmetttill/1757-tilltestimony), read the testimonies by Mamie Bradley and Carolyn Bryant carefully (these are our focus), and spend some time on Mose Wright’s testimony; pick 1-2 others to read less closely.

• Metress, ed. *The Lynching of Emmett Till*, selected newspaper coverage, pp. 44-112 (see canvas for specifics).


**Source analysis, II, due date option 1.** Choose 1 of these topics (2 pages).

1. Choose one newspaper article or even a paragraph of one article and **analyze how** it depicts any one particular aspect of the trial (a certain witness, a certain space, a certain scene). Focus on specific features (or even just a specific feature) of the article--a headline, a photo caption, a single paragraph, for example)--to consider what kinds of language and imagery it uses to create meanings of Till’s death and/or the trial. What emotions is it trying to evoke? Include 2 quotes as examples in the body of your response.

2. Choose one witness and one aspect of that person’s testimony (or a specific exchange in one testimony), and **analyze how** it depicts Till or his death; focus on one specific feature of the testimony to consider what kinds of language and imagery the participants use to create meanings of Till’s death and/or the trial. What emotions is it trying to evoke? Include 2 quotes as examples in the body of your response.

**February 6: The death of Emmett Till, III: Aftermath**

-**Asynchronous Online Work**
  * Complete asynchronous online written assignment (due by Monday night, 10 pm). (REMINDER: you must complete 5 of these online assignments over the course of the semester.)

-**Class: Required Reading/Viewing/Listening:**

**Source analysis, II, due date option 2.** Choose 1 of these topics (2 pages)

1. Choose one passage from either of Huie’s articles and **analyze how** he depicts either Roy Bryant, J.W. Milam, Carolyn Bryant, or Emmett Till. Focus on the language and imagery Huie uses to consider what he (Huie) is suggesting about this person. What emotions is he trying to evoke in his readers? Include 2 quotes as examples in the body of your response.

2. Choose one passage from either Hicks or Bradley’s articles and **analyze how** it depicts the trial (for Hicks) or how it depicts Emmett Till (for Bradley). Focus on the language and imagery that either uses to consider what either Hicks or Bradley is suggesting about the trial and/or Till. What emotions is either trying to evoke in their readers? Include 2 quotes as examples in the body of your response.

**February 13:** The death of Emmett Till, IV: “Remembering” Emmett Till in Literature and Music

-**Required reading/listening/watching:**
NOTE: You will need to complete this week’s primary sources—read two poems by Gwendolyn Brooks, listen to and read the lyrics for two songs—AND read chapter 1 of Timothy Tyson’s book in order to complete the asynchronous online assignment for this week; with that in mind, should this be one of your five submissions, it is due on Tuesday by noon (and not the usual Monday night at 10 pm deadline). It is required for all.


  - listen: https://www.youtube.com/watch?v=RVKTx9YIKls
  - read lyrics: http://famous-trials.com/emmettill/1764-murdersong

• Emmy Lou Harris, “My Name is Emmett Till” (2011),
  - listen: https://www.youtube.com/watch?v=qiHAR5IZhP8: or watch: https://www.youtube.com/watch?v=1iuRVdBxjv0
  - read lyrics: https://www.azlyrics.com/lyrics/emmylouharris/mynameisemmetttill.html

•Complete asynchronous written assignment (due by Tuesday at noon). THIS WEEK’S ONLINE WRITTEN ASSIGNMENT IS REQUIRED FOR ALL.

OPTIONAL: Source Analysis (2 pages), extra credit: Open response to any primary source required for this week. Due on canvas by Tuesday at 2.

OPTIONAL readings:

February 20: Exam 1 and Transitions

UNIT II

February 27: March on Washington, I: Planning and Planners
-Asynchronous
• Listen/read: https://www.npr.org/sections/codeswitch/2013/08/15/212338844/bayard-rustin-the-man-who-organized-the-march-on-washington


• Complete asynchronous written assignment (due by Monday night, 10 pm. REMINDER: you must complete 5 of these online assignments over the course of the semester.)
**-Synchronous**

**READ:**
- “March on Washington, official flyer” and other related planning documents (see link below and canvas).

**LISTEN/WATCH:** (Please read AND either listen or watch)
- Randolph and Rustin.
  - Randolph, audio: [http://openvault.wgbh.org/catalog/A_CB387942466C46F6BAE6528BAFD53055](http://openvault.wgbh.org/catalog/A_CB387942466C46F6BAE6528BAFD53055) (just the first 10 minutes of his remarks; scroll down)
- Rustin, short video: [https://www.youtube.com/watch?v=KW7urLULT9k](https://www.youtube.com/watch?v=KW7urLULT9k)
- Audio: [https://www.youtube.com/watch?v=zbGWhBhOBog](https://www.youtube.com/watch?v=zbGWhBhOBog)

**Source analysis, III, due date 1.** Choose 1 of these options (3 pages)
1. What does organizing manual #2 suggest as the major concern of March organizers? Do a close reading of the manual –focusing on one aspect of it in particular, to build your argument. Use 2-3 quotes as examples in the body of your response.
2. What stands out most in either Rustin or Randolph’s remarks? Choose one passage from either speech and do a close reading to build your argument. Use 2-3 quotes as examples in the body of your response.

**March 5: March on Washington, II: Speakers**

**-Asynchronous**
- Start reading/listening/watching the speeches below.
- Complete asynchronous written assignment (due by Monday night, 10 pm. REMINDER: you must complete 5 of these online assignments over the course of the semester.)

**-Synchronous**

**LISTEN/WATCH/READ (please read first and then either watch or listen)**
- John Lewis:
  - visual/audio of speech: [https://www.youtube.com/watch?v=tFs1eTsokJg](https://www.youtube.com/watch?v=tFs1eTsokJg)
  - audio of speech: [https://www.wyzant.com/resources/lessons/history/hpol/march/lewis](https://www.wyzant.com/resources/lessons/history/hpol/march/lewis)
- Martin Luther King, Jr.:
  - text (with audio) of speech: [https://www.americanrhetoric.com/speeches/mlkihaveadream.htm](https://www.americanrhetoric.com/speeches/mlkihaveadream.htm)
  - visual/audio of speech: [https://www.youtube.com/watch?v=smEqmnkIfYs](https://www.youtube.com/watch?v=smEqmnkIfYs) (his speech begins about a minute into the clip)
- Malcolm X, “Message to the Grassroots” (November 1963), excerpts,
Source analysis, III, due date 2. Choose 1 of these options (3 pages)

1. Focus on one of the three speeches and explain 1-2 strategies the speaker uses to convey his main concerns. Do a close reading of one passage in particular to build your argument. Use 2-3 quotes as examples in the body of your response.

2. What stands out most about the program for the March on Washington? Do a close reading of the program or one aspect of it; consider the sequence of events, the agenda, and who or what is present—and absent—in the program to build your argument. Use 2-3 quotes as examples in the body of your response.

March 12: No Class, spring break

March 19: March on Washington, III: Entertainment and Reception

-Asynchronous

- Complete asynchronous written assignment (due by Monday night, 10 pm. REMINDER: you must complete 5 of these online assignments over the course of the semester.)

-Synchronous

- Joan Baez: https://www.youtube.com/watch?v=7akuOFp-ET8 OR THIS ONE: https://www.youtube.com/watch?v=nuSih-Z30TY
- Bob Dylan: https://www.youtube.com/watch?v=KY2lQV3ADfc&t=89s
- Peter Paul and Mary: https://www.youtube.com/watch?v=AKgm9ARmOMM
- Mahalia Jackson: https://www.youtube.com/watch?v=gT0SUMSMWw (OR THIS ONE: https://www.youtube.com/watch?v=-hQeGDSB6S&
- Freedom Singers, “We Shall Not Be Moved”: https://www.youtube.com/watch?v=duoETGVvYU
- NBC news coverage: https://www.youtube.com/watch?v=Mx_dop13VQ&t=28s (first 15 minutes)
- OPTIONAL: “Civil Rights Roundtable” (with Hollywood celebrities), https://www.youtube.com/watch?v=AMFgoQ39KK0&t=11s

March 26: Exam II and Transitions

UNIT III

April 2: TBD

- Asynchronous and Synchronous: TBD

- Build an Archive/Creative Project, Introduction/Discussion. Be prepared to discuss your topic and what sources you may consider including in your archive.

April 9: TBD

- Asynchronous and Synchronous: TBD
• Due: Research exercise/find a new primary source. MORE TBA

**April 16:** TBD
- Writing workshop: Preparing for final essay
- Due: Archive/Creative Project
- Presentations, I

**April 23:**
- Due: 1-paragraph summary of your final paper topic.
- Presentations, II

Final Essay Due, Saturday, April 27, 9 am.