

Cover Sheet: Request 10731

Change Title of Seminar 1

Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	AUSTIN,SHARON D polssdw@ufl.edu
Created	2/2/2016 3:22:52 PM
Updated	3/7/2016 4:49:49 PM
Description	The African American Studies Senior Integrative Seminar 1 will now be referred to as Senior Integrative Seminar.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - African American Studies 011601004	AUSTIN, SHARON D		2/2/2016
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		2/10/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the March agenda.	2/17/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/17/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 10731

Info

Request: Change Title of Seminar 1

Submitter: AUSTIN,SHARON D polssdw@ufl.edu

Created: 2/2/2016 3:22:52 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

AFA

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

4

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

937

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

Enter the current title of the course as it appears in the Academic Catalog.

Response:

African American Studies Senior Integrative Seminar 1

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed

retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Fall

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
2016

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:

No

Change Course Title?

Response:
Yes

Current Course Title

Response:
African American Studies Senior Integrative Seminar 1

Proposed Course Title

Response:
African American Studies Senior Integrative Seminar

Change Transcript Title?

Response:
Yes

Current Transcript Title

Response:
Senior Seminar 1

Proposed Transcript Title (21 char. max)

Response:
Senior Seminar

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:

No

Change S/U Only?

Response:

No

Change Contact Type?

Response:

No

Change Rotating Topic Designation?

Response:

No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:

No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:

No

Change Prerequisites?

Response:

No

Change Co-requisites?

Response:

No

Rationale

Response:

The African American Studies Program is eliminating the second part of our senior seminar. We will only offer one seminar in the future and no longer will need to designate a seminar as seminar 1.

African American Studies Senior Seminar (AFA 4XXX)

Dr. Sharon Austin

**Director of the African American Studies Program and Associate Professor of Political Science
University of Florida**

Contact Information:

Office: 104 Walker Hall
Email address: polssdw@ufl.edu

Office Hours:

Tuesdays and Wednesdays 11:30am-1:30pm
Office number: 273-2360

Course Description: This class is the African American Studies capstone that fulfills partial requirements for the African American Studies minor and/or major. This is also a research intensive course which allows you to apply your knowledge gained from years of coursework in African American Studies to enhance your writing skills by completing short papers and a major research paper.

Course Objectives: The objectives of the Senior Seminar are as follows. Students will gain the ability to: 1) Examine the major theories and paradigms of African American Studies by examining the articles and book chapters of African American Studies' scholars; 2) Develop a theoretical frameworks and research designs for the final papers; 3) Analyze the literature and methodologies of research from a number of different disciplines; 4) Discuss the most pressing issues, problems, topics, or experiences of African Americans; 5) Learn to write articles along the format of those written in academic journals; 6) Gain additional preparation for the type of writing assignments that are required in graduate programs.

The Reserve Articles:

These readings are on reserve on the www.uflib.ufl.edu web site. To read or print these articles, click on the course reserves link, type in my last name, and click on the article's title. These are the readings that are listed each week under the "reserve readings" category.

Your Grade will be Based on:

1)	Attendance	5%
2)	Participation or Optional Paper	20%
3)	Discussion Leader	10%
4)	First Short Paper	10%
5)	Second Short Paper	10%
6)	Third Short Paper	10%
7)	Research Paper	30%
8)	Defense of Paper	5%

Descriptions:

1) Attendance Policy and Missed Work:

After three unexcused classes are missed, you will not receive the percentage points for

class participation (and will not have the option of submitting an optional paper). It is your responsibility to sign the attendance roster that will be given out at the beginning of each class session. Also, try to get to class on time. The policy for missed work in this class is consistent with the university's policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

2) **Class Participation and the Optional Paper Assignment:**

We will discuss a number of issues pertaining to African Americans and the discipline of African American Studies during the course of the semester. I understand that some students are more comfortable participating in class discussions than others. Therefore, I am giving you the option of either participating in our class discussions on a regular basis or writing a paper.

If you participate verbally (or attempt to and I don't call on you for some reason), email me on the day that you've participated so that I can keep a record of it. Throughout the semester, I will email each of you to let you know if you have participated regularly. If you participate in our discussions, you will not have to write a paper. If not, a 5-8 page typed, double-spaced paper is due on the last day of class. You can write an analysis which gives your opinion on any topic(s) we've discussed in class.

3) **Discussion Leader:**

Each student will lead discussions of two articles of their choice. Select articles from topics that have an asterisk* next to them. Summarize three main points about the article, the significance of the research, the clarity of the writing, and the overall quality of the article – i.e., did the author(s) prove his point in a way that others can understand it?

4) **First Short Paper**

Write a four page paper that summarizes the January 6th films and the January 13th readings. Explain why students want to establish black studies departments at universities and the opposition they encountered when trying to do so. When answering this question, refer to the San Francisco Strike and the obstacles students encountered at UF. **Upload your papers to canvas on January 27th.**

5) **Second Short Paper**

Write a four page paper on **one** of the topics below. **Upload your papers to canvas on February 24th.**

- 1) The Academy: Refer to the readings on this topic. What experiences have African American men and women had at predominantly white universities?

- 2) The Search for a Paradigm: What have some of the dominant paradigms been pertaining to the study of African Americans? Also, what criticisms have scholars had of the Afrocentric paradigm?

6) Third Short Paper

Write a four page paper on one of the topics below. **Upload your papers to canvas on March 30th.**

- 1) Black Women's Studies: Write an analysis of two of the articles on black women's studies. What major findings have the authors found about African American women?
- 2) Jim Crow Studies: Provide some examples of the old and new "Jim Crow." Also, how have individuals used the "racial hoax as a crime?"

7) Research paper (Due on April 20th)

Your paper should be a minimum of 10-15 pages of text (not including an endnote page), an endnote page that lists citations, and a bibliography page. It should include the following: 1) an introduction that gives a description of the paper, the research question(s), and a thesis statement; 2) a theoretical framework/literature review that includes a summary of the literature you will apply in your research; 3) a data and methods section; 4) a bibliography page(s); 6) survey questions (if applicable); 7) a consent form and IRB (Institutional Review Board – UF) Application if applicable.

All written assignments must be typed, double-spaced using Times Roman 12 point font in MS Word. You must use a standard **one-inch** margin - no boldfaced fonts. Use the style APA, MLA or Chicago. All pages should be numbered and stapled. Also, use a title page that includes your name, the title of your paper, the due date, and the name of this class. *UF has an online writing for students. Visit their site at <http://web.cwoc.ufl.edu/owl>.*

8) Presentations will be given on April 13th and 20th

Each student must give an approximately 10 minute power-point presentation. In the presentation, describe your research topic, explain its significance to the discipline of African American Studies, provide a description of literature on this topic, and explain the data and methods you used to analyze this topic. After the last presentation, we will have a reception and brief ceremony to honor our graduating seniors.

Grading Scale and Policies:

94-100 A	90-93 A-	87-89 B+	84-86 B	80-83 B-	77-79 C+
74-76 C	70-73 C-	67-69 D+	64-66 D	60-63 D-	Below 60 E

A C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit. In addition, a grade of I or N is not a failing grade this the term it is received and is not computed in the grade point average. However, it must be changed by the end of the next semester in which you are enrolled and receive grades. If not, it will be counted as a failing grade and applied toward your grade point average. You must sign a contract with me if you'd like to receive an incomplete at the end of the semester. I will only assign an incomplete if there has been some extenuating circumstance that you have discussed with me.

Optional Extra Credit Assignments:

- 1) **On Thursday January 21st at 6pm in the Ustler Hall Atrium, Reflections Unheard: Black Women in the Civil Rights Movement** will be shown. After the showing, filmmaker Nevline Nnaji, will participate in a panel discussion. This report must be uploaded onto canvas no later than **Thursday January 28th at 5pm**. You can have five points added to your lowest grade if you write a typed, double-spaced, two page report of the film. If you can't attend, you can write a two page report on the role of black women in the civil rights movement.
- 2) **On Wednesday February 17th at 6pm in the Ocora of Pugh Hall, Dr. Michael Jeffries of Wellesley College** will discuss his research, *Paint the White House Black: Barack Obama and the Meaning of Race*. This report must be uploaded onto canvas no later than **Wednesday March 9th at 5pm**. You can have five points added to your lowest grade if you write a typed, double-spaced, two page report of the lecture. If you can't attend, you can write a two page report on any topic pertaining to President Obama and race. For example, you may choose to write about the impact of the Jeremiah Wright controversy on his 2008 campaign, his response to racial incidents like the one involving Trayvon Martin, racist comments and caricatures of him, etc.
- 3) **On Thursday February 18th at 6pm in the Ocora of Pugh Hall, Dr. Fredrick Harris of Columbia University** will discuss his research, *The Price of the Ticket*. This report must be uploaded onto canvas no later than **Thursday March 10th at 5pm**. You can have five points added to your lowest grade if you write a typed, double-spaced, two page report of the lecture. If you can't attend, you can write a two page report on any topic pertaining to President Obama and race. For example, you may choose to write about the impact of the Jeremiah Wright controversy on his 2008 campaign, his response to racial incidents like the one involving Trayvon Martin, racist comments and caricatures of him, etc.

Academic Dishonesty:

Academic dishonesty includes plagiarism and cheating on examinations. The penalty for cheating is a grade of 0 on the assignment. In addition, the Dean of Student's office may choose to administer a harsher punishment such as a temporary suspension from this class or a permanent expulsion from the university. For more information, see <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Classroom Behavior (Cell Phones and Laptops):

In the past, several of my students have forgotten to turn off their cell phones in class. I am asking you to please turn off your phones before our class begins. Remember, a student who takes his/her work seriously will make sure that his/her phone is off during class meetings.

Also, if you engage in behavior such as texting, browsing the internet, sleeping, loud yawning, or any other behavior that I consider to be disrespectful to me or to your classmates, you may not receive all of the percentage points for class participation. I expect you to pay attention at all times in class especially when films are shown. You do not have my permission to do the work in your other classes when films are shown. If I find out that you're doing this, I have the right to deduct points from your participation grade.

Disabilities Statement:

Students requiring accommodations must first register with the Dean of Student's office, Disability Resource Center. The Dean of Student's office will provide documentation, which the student will then give to the instructor. For more information, see <HTTP://www.dso.ufl.edu/drc>

Evaluation Policy:

I strongly encourage you to evaluate this course at <https://evaluations.ufl.edu> at the end of the semester (during the last two weeks of classes). You will be able to see the results of the evaluation of this class and of your others at <https://evaluations.ufl.edu/results>.

The Internship and Fellowship Information:

I receive a lot of information about internships, undergraduate scholarships, and law and graduate school fellowships. At the beginning of most of our classes, I will share this information with you because I strongly encourage you to apply for these things. In the past, several of my students have received a variety of internships and fellowships. You can also look at the careers or scholarships links on the afam.clas.ufl.edu site for internship and scholarship information.

Class Schedule: (Films will be shown at the end of classes.)

The Origins of African American Studies

1-6 Introduction

Films: Black Student Revolt Against Racism Ousts Two Top Officials (23 minutes) presents a discussion of the events from the fall 2015 semester which led to the resignation of the president of the University of Missouri System, the president of the University of Missouri-Columbia, and other university administrators. <https://www.youtube.com/watch?v=LBw1V1u-bYA>

African American Studies at UF (35 minutes) was created by Professor Patricia Hilliard-Nunn and includes interviews with students in her Senior Seminar course, former directors of the African American Studies Program, and others.

1-13 Film: Mississippi: Is This America? (50 minutes) discusses the events of Freedom Summer 1964 including the murder of three civil rights workers (Andrew Goodman, Mickey Schwerner, and James Chaney), the murder of Medgar Evers, and the efforts of the Mississippi Freedom Democratic Party and Mrs. Fannie Lou Hamer to change the “police state” of Mississippi.

Reserve Readings (I will email these to you.) Each are chapters in Martha Biondi. *The Black Revolution on Campus*.

“Introduction. The Black Revolution on Campus”

“Moving toward Blackness: The Rise of Black Power on Campus”

“A Revolution Is Beginning: The Strike at San Francisco State”

The Academy

1-20 Tour the Samuel C. Proctor Oral History Program in Pugh Hall (including the Mississippi Freedom Project)

Click on the links provided:

Behar-Horenstein, Linda, Cirecie West-Olatunji, Thomas Moore, Diedre Houchen and Kellie Roberts, “Resilience post-tenure: The experience of an African American Woman in a PWI.” *Florida Journal of Educational Administration and Policy* 5 (January 2013): 68-84. <http://education.ufl.edu/fjeap/spring-2012-volume-5-issue-2/>

Harper, Shaun R. “Black Male Student Success in Higher Education: A Report from the National Black Male College Achievement Study.” (Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education, 2012) <http://works.bepress.com/sharper/43/>

Harper, Shaun R. and Charles H.F. Davis III. “They (Don't) Care about Education: A Counternarrative on Black Male Students' Responses to Inequitable Schooling.” *Educational Foundations*, 26, 1-2 (Winter-Spring 2012): 103-120. <http://eric.ed.gov/?id=EJ968820>

Reserve Readings:

Daniel Solorzano, Miguel Ceja and Tara Yosso. "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students." *The Journal of Negro Education* 69, 1-2, *Knocking at Freedom's Door: Race, Equity, and Affirmative Action in U.S. Higher Education* (Winter - Spring, 2000), pp. 60-73.

Allen, Walter. "The Color of Success: African-American College Student Outcomes at Predominantly White and Historically Black Public Colleges and Universities." *Harvard Educational Review* 62, 1 (1992): 26-45.

The Search for a Paradigm

1-27 **First Short Paper is due tonight.**

Presentation by the African American Studies Librarian

Film: Biography of Barack Obama (45 minutes) discusses his childhood and political career.
https://www.youtube.com/watch?v=j_Q7_9tMLBM

Click on the links provided:

Asante, Molefi. "Afrocentricity." Can be found at
<http://www.asante.net/articles/1/afrocentricity/>.

Hilliard III, Asa. Behavioral Style, Culture, and Teaching and Learning
The Journal of Negro Education 61, 3 (Summer 1992): 370-377. Can be found at
www.schoolreforminitiative.org/wp-content/uploads/.../Hilliard+1992.pdf

Reserve Readings:

Karenga, Maulana. "Black Studies and the Problematic of Paradigm: The Philosophical Dimension." *Journal of Black Studies* 18, 4 (June 1988): 395-414.

Hill-Collins, Patricia, Toward an Afrocentric Feminist Epistemology.
http://www.woldww.net/classes/Principles_of_Inquiry/Collins-AfrocFemEpistemology+.htm

*Political Science Research

2-3 Click on the link provided:

Barack H. Obama. "Why Organize? Problems and Promise in the Inner City." Illinois Issues, 1990. (Click on go to resource for the article)
<http://blackmaleachievement.org/FindResources/Library/why-organize-problems-and-promise-inner-city-0>.

I will email this to you.

Harris, Fredrick. "Winks, Nods, and Votes." *The Price of the Ticket: Barack Obama and the Rise and Decline of Black Politics*. (New York: Oxford University Press, 2012.)

Jeffries, Michael P. "The Perils of Being Superwoman: Michelle Obama's Public Image." *Paint the White House Black: Barack Obama and the Meaning of Race in America*. (Palo Alto: Stanford University Press, 2012).

Reserve Readings:

Prestage, Jewel. In Quest of African American Political Woman. *The ANNALS of the American Academy of Political and Social Science* 515, 1 (May 1991): 88-103.

Walters, Ronald. "Barack Obama and the Politics of Blackness." *Journal of Black Studies* 38, 1 (September 2007): 17-29.

Jim Crow Studies

2-10 Click on the links provided:

Rose, Ananda. "What's Behind the New 'Juan Crow' Laws?" In *Real Clear Books*. Can be found at:http://www.realclearbooks.com/articles/2011/10/25/whats_behind_the_new_juan_crow_laws_4.html.

I will email this to you.

Alexander, Michelle. "The New Jim Crow." *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. (New York: The New Press).

Reserve Readings:

Hope Franklin, John. The Two Worlds of Race: A Historical View *Daedalus* 94, 4 (Fall, 1965): 899-920.

Ortiz, Paul. "We Are in the Hands of the Devil." In *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920*. (Berkeley: University of California Press, 2007).

Russell-Brown, Katheryn. "The Racial Hoax as Crime." In *The Color of Crime: Racial Hoaxes, White Fear, Black Protectionism, Police Harassment, and Other Microaggressions*. (New York: New York University Press, 1998), 69-93.

2-17 NO CLASS (Presentation by Dr. Michael Jeffries is tonight and by Dr. Fredrick Harris is tomorrow. Both will take place at 6pm in Pugh Hall's Ocora.)

Black Women's Studies

2-24 **Second Short Paper is due tonight.**

Film: 1968 Olympics Black Power Salute (55 minutes) includes a discussion of the backlash toward Tommie Smith and John Carlos after they exhibited the black power salute after winning Olympic medals. <https://www.youtube.com/watch?v=jnvCiKUILAw>

Click on the Link:

Evans, Stephanie. "I was one of the first to see daylight: Black Women at Predominantly White Colleges and Universities in Florida since 1959." *Florida Historical Quarterly*, 85 (2006): 42-63. Can be found at plaza.ufl.edu/drevans/Evans%20-%20First%20to%20See%20Daylight.pdf.

I will email these to you:

Guy-Sheftal, Beverly. "The Black Church: What's the Word." In *Gender Talk: The Struggle for Women's Equality in African American Communities*, edited by Johnetta B. Cole and Beverly Guy-Sheftal. (New York: Ballantine Books, 2003), 102-127.

Terborg-Penn, Rosalyn. "Discontented Black Feminists: Prelude and Postscript to the Passage of the Nineteenth Amendment." In *The Black Studies Reader*, edited by J. Bobo. (New York: Routledge, 2004), 65-78.

Reserve Readings:

Hine, Darlene Clark. "Rape and the Inner Lives of Black Women in the Middle West." *Signs* 14, 4 (Summer 1989): 912-920.

3-2 NO CLASS (Spring Break)

*Black Athletes

3-9 Reserve Readings:

Siegel, Donald. "Higher Education and the Plight of the Black Male Athlete." *Journal of Sports and Social Issues* 18, 3 (2007): 207-223.

Singer, John N. "African American Football Athletes' Perspectives on Institutional Integrity in College Sport." *Research Quarterly for Exercise and Sport* 80, 1 (2009): 102-116.

Bruening, Jennifer. "Listening to the Voices: The Experiences of African American Female Student Athletes." *Research Quarterly for Exercise and Sport* 76, 1 (2005).

Bruening, Jennifer. "Gender and Racial Analysis in Sport: Are All the Women White and All the Blacks Men?" *Quest* 57, 3 (2005): 330-349.

Ratchford, Jamal L. "Black Fists and Fool's Gold: The 1960s Black Athletic Revolt Reconsidered. The LeBron James Decision and Self-Determination in Post-Racial America." *The Black Scholar* 42, 1 (Spring 2012): 49-59.

3-16 NO CLASS (National Conference of Black Political Scientists Meeting in Jackson, MS)

*Afro Caribbeans

3-23 Reserve Readings:

Austin, Sharon, Richard T. Middleton IV, and Rachel Yon. "The Effect of Racial Group Consciousness on the Political Participation of African Americans and Black Ethnics in Miami-Dade County, Florida." *Political Research Quarterly* 63, 3 (2012): 629-641.

Bogues, Anthony. "Black Power, Decolonization, and Caribbean Politics: Walter Rodney and the Politics of Groundings with My Brothers." *Boundary 2* 38, 2 (2009): 127-147.

Celeste, Manoucheka. "Framing Haitians and Cubans in *The New York Times*: Enduring Imprints of Political History." *Journal of Haitian Studies* 19, 1 (Spring 2013): 66-94.

Rogers, Reuel. "Race-Based Coalitions Among Minority Groups: Afro-Caribbean Immigrants and African-Americans in New York City." *Urban Affairs Review* 39, 3 (2004): 283-317.

Wright, Micha. "An Epidemic of Negrophobia: Blackness and the Legacy of the U.S. Occupation of the Dominican Republic." *The Black Scholar* 45, 2, (Summer 2015): 21-33.

*The Research of Multiracial Scholars

3-30 **Third Short Paper is due tonight.**

I will email this to you.

Ronald Takaki. "Reflections on Racial Patterns in America." *From Different Shores: Perspectives on Race and Ethnicity in America*. (New York: Oxford University Press, 1994), 24-35.

Reserve Readings:

Button, James W. and Barbara A. Rienzo, "The Impact of Affirmative Action: Black Employment in Six Southern Cities." *Social Science Quarterly* 84, 1 (March 2003): 1-14.

Eduardo Bonilla-Silva. "I Didn't Get that Job Because of a Black Man. Color Blind Racism's Racial Stories." In *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America* (New York: Rowman and Littlefield, 2006).

Eduardo Bonilla-Silva. "The Style of Color-Blindness: How to Talk Nasty About Minorities Without Sounding Racist." In *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America* (New York: Rowman and Littlefield, 2006).

Joe Feagin. "The Continuing Significance of Race: Antiblack Discrimination in Public Places." *American Sociological Review* Vol. 56, No. 1 (Feb., 1991), pp. 101-116.

*UF Faculty Research

4-6 Reserve Reading:

Nunn, Kenneth. "Race, Crime and the Pool of Surplus Criminality: Or Why the War on Drugs Was a War on Blacks." *Journal on Gender, Race, and Justice* 6, 381 (2002).

I will email this to you.

Hilliard-Nunn, Patricia. "Representing African American Women in Hollywood Movies An African Conscious Analysis." In *Afrocentric Visions: Studies in Culture and Communication*, ed. Janice D. Hamlet. (New York: Sage Publications, 1998), 175-194.

Kendi, Ibram X. "Malcolm X and the Black Campus Movement: Shaping Academic Communities." In *Malcolm X's Michigan Worldview*, edited by Rita Edozie and Curtis Stokes. (Lansing: Michigan State University Press, 2015), 185-201. (I will email this to you).

Pearlman, Lauren. "A Monumental Movement: The Fight for Civil Rights in Washington, D.C." In *Democracy's Capital: Local Protest, National Politics, and the Struggle for Civil Rights in Washington, D.C.*

Wright, Sharon. "Racial Polarization and Electoral Behavior, 1975-1987." *Race, Power, and Political Emergence in Memphis*. (New York: Garland Publishing, 2000).

4-13 Presentations

4-20 **Research Paper is due tonight;** Presentations