Last Updated: **August 21, 2022**

(Syllabus subject to change.  Latest syllabus will be posted on Blackboard)

Dr. Yevette Richards (she/her)

Preferred contact method: e-mail through Blackboard (courses.gmu.edu)

Office Location: Horizon Hall 3169

History and Art History Office Phone: 703-993-1250

Virtual Office Hours: Mondays: 1:30 to 3:30; Wednesdays: 1:30-2:30

In Person: by appointment

**COURSE SYLLABUS**

Women’s Activism: From Jim Crow to Black Power: WMST 317-001

Class Location: Nguyen Engineering Building 1103

Class Time: TR 12:00 pm - 1:15 pm

Teaching Assistant: Joey Robbins (they/them)

Virtual Office Hours: Mondays: 11am-12pm

Email: mrobbin8@gmu.edu

**Course Description**

At the turn of the 20th century popular culture categorized African American women as desexualized Mammies or immoral Jezebels.  These devastating depictions were also linked to the myth of black men as hypersexual rapists of white women whose image was infused with a heightened purity. This course examines the simultaneous struggles of black women to defend their name and fight all forms of race and sex proscriptions from the turn of the century period of Jim Crow segregation and disfranchisement through the Civil Rights and Black Power Movements of the 1960s.  The course investigates the nature of black women’s alliances by analyzing how productive alliances were formed as well as paying careful attention to the sexism they encountered from African American men jealous of leadership positions and the racism they encountered with white women who embraced race and class privilege.  The history of the long struggle for civil rights in the US has traditionally been told through a gendered lens of male leadership. This course demonstrates that the activism of women was central to struggles to overturn segregation, end lynching, and secure political and civil rights. The course explores the effects of sexist and racist ideologies on their lives and activism, the changes in their economic and political status, the legal and social barriers they faced, the ways in which they were defined within families and within popular culture, and their influence in political and social movements.

**Required Course Texts**

All texts are available in the GMU bookstore.

Giddings, Paula J. *“When and Where I Enter”: The Impact of Black women on Race and Sex in America*(1996). Available online

<https://caringlabor.files.wordpress.com/2010/12/when-and-where-i-enter-_-the-impact-of-b-paula-giddings.pdf>

McGuire, Danielle L. *At the Dark End of the Street: Black Women, Rape, and Resistance-a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. Vintage, 2011.

Clark, Septima Poinsette, Cynthia Stokes Brown, ed. *Ready from Within, Septima Clark and the Civil Rights Movement*, 1999.

Ransby, Barbara. *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*. Univ. of North Carolina Press, 2005. Available online through the university library website

**Learning objectives**

At the end of this course, students will …

know how to conduct research using primary sources;

understand how stereotypes are used to reinforce oppression

know the impact of racism on the struggle for women’s suffrage

understand how sexual politics was embedded in fostering violence and limiting opportunity

understand the impact of state and federal laws, and court decisions on perpetuating or undermining systemic racism and sexism

understand the determinants for successful interracial, cross gender organizing

develop an appreciation for the importance of intersectional analysis for the examination of movements and experiences

**Course Requirements and**

**Methods of Instruction and Evaluation**

Class Participation - 10%

Journal Posts (6) - 30%

Course Paper -25%

Final exam - 35%

Students should save a copy of all written work and save any returned graded work.

Please note that all films are to be viewed before the class meets.

**1. Class Participation** -10%

Students are expected to come to class, be prepared, and participate in discussion.  Instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. More than **four** unexcused absences over the course of the semester will lower the class participation grade.  Missing **eight** or more classes will result in a failing grade for participation.  If for any reason you are reticent about speaking up in class, you should discuss this with me at the beginning of the semester. Attending class but seldom participating in class discussion is not sufficient for earning a high participation grade.

Special circumstance for Nov. 7th.

We will not meet in person on Nov. 8th, election day. But by midnight November 7th students must post a reaction to the brief films and reading concerning the beating of Fannie Lou Hamer and others who were engaged in the struggle to secure voting rights. Please submit your post on the open Blog forum for these materials. You may make your own comment and/or respond to what others say. You only have to comment once (five sentences) but feel free to respond to other student comments as they come in. If you don’t comment, you will be marked absent.

Also see: A QUICK GUIDE TO VOTING AS A MASON STUDENT

<http://masonvotes.gmu.edu/a-quick-guide-to-voting-as-a-mason-student/>

**2. Journal Posts (6)** - 30%

In order to facilitate class discussion, students should post on 6 different classes under the Journals tab of Blackboard. Post on 3 separate classes up to and including **Oct. 6**, and the last three must fall between Oct. 18 and Dec. 1. I strongly suggest that you not wait until the last three classes of either deadline to complete your posts.

Your post should be in the form of a reflection and not simply a regurgitation of what was written or said. In other words, your posts should engage with the text.  You may reflect on the perspectives that people had at a given time and the forces that may have led to a change of perspective. How did that person’s activism shape perceptions or have an impact on movements, politics, ideas?  Discuss contradictions found within a movement, in laws, or in an individual’s activism?  How does gender, race, class, and region affect politics and activism?  Analyze the role of religion, racism, sexism on ideas and movements.  What connections can you make to other material you’ve learned in the course.

Please refrain from veering into a discussion of current events or personal experiences at the expense of an analysis of the readings.

**Requirements for credit for posts:**

- Please do not post as ab attachment. Write directly on the Journals page or copy and paste your post directly to the page.

-Post no later than **10:00 am**onthe day of the class readings.

-You must be in class and prepared to discuss your post for the post to count.

-Posts should be no less than 10 sentences and no more than a page in length.

-Perform a grammar and spell check on your posts. Having misspelled words and grammatical mistakes could lower your grade.

**3. Course Paper** - 25%

**Due Oct 16.** I will provide a list of possible paper topics. You are not confined to that list but the subject matter must be in reference to the issues we are studying in the course up to and including **Oct. 6**. The paper is an opportunity for you to conduct a more in depth study of an issue or person’s activism.

**Paper Requirements:**

Five to seven pages, double-spaced, 12-point font, regular one-inch margins

At least three outside sources, one of which has to be a primary source.

At least five direct quotes from sources. Two quotes must be from our course materials.

Proper note citation and bibliography: <https://owl.english.purdue.edu/owl/section/2/>

Computer check for grammar and spelling errors

**Less than five full pages** will result in a half of a letter or more grade reduction

Half of a letter grade reduction per day for failure to pass in paper on time.

Paper due **Oct. 16** by midnight.

Post as a .doc or .docx file on **Journals** section of Blackboard. \*No pdfs, please.

Name your document: **LastNameFirstNameCoursePaper.docx**

If there is a problem posting under Journals, you may email me the exam by the due date and time.

About sources:

Be aware that a general internet search for sources could lead to false and shallow information. Check with me should you have a question about a web site’s credibility.

Generally, government, museum and PBS websites have credible information.

historical newspapers that covered the event or person. Searches for credible secondary sources may be found on <https://scholar.google.com/>

Primary sources:

archives and manuscript material, photographs, audio recordings, video recordings, films, journals, letters and diaries, speeches, scrapbooks, newspapers and magazines published at the time, government publications, oral histories, records of organizations, autobiographies and memoirs, printed ephemera, artifacts, e.g. clothing, costumes, furniture research data, e.g. public opinion polls <https://www.lib.uci.edu/examples-primary-sources>

Secondary sources;

Secondary sources are works that analyze, assess or interpret an historical event, era, or phenomenon, generally utilizing primary sources to do so. Secondary sources often offer a review or a critique. Secondary sources can include books, journal articles, speeches, reviews, research reports, and more. Generally speaking, secondary sources are written well after the events that are being researched. However, if an individual writes about events that he or she experienced firsthand many years after that event occurred, it is still considered a primary source.

<https://www.lib.uci.edu/secondary-sources>

For historical newspapers (primary source), you may research the sites below:

Go to library website: <https://infoguides.gmu.edu/az.php?s=162249>

**African American Newspapers**, 1827-1998 Core Contains information about cultural life and history during the 1800s; includes reports of the major events and issues of the day, including the Mexican War, Presidential and Congressional addresses, Congressional abstracts, business and commodity markets, the humanities, world travel and religion.

**ProQuest Historical Newspapers** Provides genealogists, researchers, and scholars with first-hand accounts and coverage of the politics, society and events of the time. Full-text of the: Atlanta Constitution, Baltimore Sun, Boston Globe, Chicago Defender, Chicago Tribune, Christian Science Monitor, Los Angeles Times, New York Amsterdam News, New York Times, Wall Street Journal, and Washington Post. View a tutorial on this database here.

**Final Exam** - 35%

The final exam will consist of short and longer essay questions and will be due on the **Journals** page by midnight on **Dec. 8**. Post as a doc or docx file only. No pdfs, please.

You must sign the pledge on the exam that you have neither given nor received help and you must cite the specific course materials (syllabus, Blackboard, lecture notes) that you used. No outside texts or references are allowed.

If there is a problem posting under Journals, you may email me the exam by the due date and time.

**Grading Scale**

100-95 A+

94-93 A

92-90 A-

89-87 B+

86-83 B

82-80 B-

79-77 C+

76-73 C

72-70 C-

69-60 D

59 and below F

**CLASS POLICIES**

1. About Blackboard

This management system is a very important tool for the course. I will post on Blackboard the syllabus, instructions for all course assignments, selected class notes, exams, some required and recommended readings, links to relevant web sites, photographs, relevant instructions and due dates, and selected campus services.  If any changes occur in the syllabus, I will post an updated document on Blackboard. I also will announce any changes to the syllabus in class and through email.

2. Students are permitted to use laptops to take lecture notes only. Engaging in any other activities online (checking email, etc.) is not allowed. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

3. Cell phone use is prohibited

4. It is not acceptable to leave class early or take any breaks during class. If you have an appointment that interferes with class time or must suddenly leave, then provide the instructor with an explanation as soon as possible.

5. Students should save a copy of all written work and save any returned graded work.

6. Writing Skills

Students may elect to visit the Writing Center to get help with writing strategies.  After the first journal writing assignment, I may recommend students to visit the writing center.  These services are valuable and free.

“The Writing Center will not proofread your work for you, but we will work with you to develop revision and editing strategies that can last a lifetime. Our tutors want to emphasize positive attitudes and helpful ways of thinking about writing. We want you to become more confident and effective writers across the curriculum and in your personal and professional .lives.” <http://writingcenter.gmu.edu/>

703-993-1200  [wcenter@gmu.edu](mailto:wcenter@gmu.edu)

9. Grade Policy

All course work is due on the appointed day and time. No late assignments are permitted for journal entries. Missed exams cannot be made up without a doctor’s excuse.

**MASON POLICIES**

**1. George Mason University Honor System and Code**

**Honor Code**

“The Honor Code Pledge reads as follows: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set for this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.”

<https://oai.gmu.edu/mason-honor-code/>

See Office of Academic Integrity definitions below:

**What is Cheating?**

Cheating encompasses the unauthorized use of, access to, or provision of academic work in an attempt to misrepresent a student’s actual efforts.  This includes, but is not limited to, submitting another individual’s work as one’s own, soliciting solutions/assignments from online websites, unauthorized collaboration, or failing to adhere to requirements (verbal and written) established by the professor of the course.  Subcategories of cheating include:

§  Providing, using, or attempting to benefit from unauthorized academic material and/or assistance: This includes but is not limited to the posting or enabling of posting of homework assignments and/or exams or solutions on websites or allowing someone to complete material in your name.

§  Duplicate use of a student’s work, without prior authorization from the instructor

§  Submission of another individual’s work

§  Violation of college, departmental, program, or course requirements regarding integrity: This includes syllabus violations as well as violations of instructions related to integrity that appear in the course.

<https://oai.gmu.edu/mason-honor-code/what-is-cheating/>

**What is Lying?**

Lying in an academic context refers to providing information known to be false as a way to bypass classroom expectations or gain an unfair advantage in completing academic work.  Subcategories of lying include but are not limited to:

§  Fabricating or providing false sources, data, information, documents, and/or official correspondence

§  Providing a false excuse for missing a test or class

<https://oai.gmu.edu/mason-honor-code/what-is-lying/>

**What is Plagiarism?**

Plagiarism is defined as using another individual’s ideas or words without attribution or credit.  It also includes using one’s own prior work that has been submitted for credit or published in another venue as a new submission without citation.  Using the ideas of others without proper attribution or citation is unethical and a violation of the Honor Code.  Subcategories of plagiarism include:

§  Self-plagiarism: Intentionally or unintentionally using portions of one’s old work for new assignments without attribution

§  Failure to adequately quote and/or cite sources or material

§  False citation: This includes but is not limited to referencing work that does not appear in the indicated source.

Plagiarism does not include mistakes in the format of a citation as long as the student has indicated the materials quoted or relied upon and the source of the materials.

<https://oai.gmu.edu/mason-honor-code/what-is-plagiarism/>

**2. Class Registration**

Students are responsible for verifying the accuracy of their own schedules. Students need to check PatriotWeb regularly to verify that they are registered for the classes that they think they are. This is particularly important since students are no longer dropped for nonpayment. Faculty may not allow a student who is not registered to continue to attend class and may not grade the work of students who do not appear on the official class roster.

Deadlines each semester are published in the Schedule of Classes available from the Registrar's Web Site <https://registrar.gmu.edu/calendars/fall_2021/>

The **add and drop deadlines** for classes:

Last day to add classes:  Aug 29

Last Day to Drop with 100% tuition refund: Sept 6

Final Drop Deadline with 50% tuition refund with no tuition refund: Sept 13

Unrestricted Withdrawal Period: Sept 14 - Sept 27

Selective Withdrawal Period (undergrad only) (100% tuition liability) Sept 28 - Oct 24

**3. Accommodations for students with disabilities**

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (Student Union Building I), Suite 2500.

Email: [ods@gmu.edu](mailto:ods@gmu.edu) Phone: (703) 993-2474

**4. Mason email**:  In order to comply with student privacy laws, faculty and students must use their Mason email accounts when corresponding with each other (Blackboard email is connected to Mason email).  Please activate and check your Mason email regularly so as not to miss any important announcements.

Students must use their MasonLive email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address.

**STUDENT SERVICES**

**1. Writing Center**Johnson Center 227E; 703-993-1200 <https://writingcenter.gmu.edu/>

Students may elect to visit the Writing Center on their own to get help with writing strategies.  You are highly encouraged to take advantage of this free service! After your first writing assignment, I may recommend a visit to the writing center.  These services are valuable and free.

“The Writing Center will not proofread your work for you, but we will work with you to develop revision and editing strategies that can last a lifetime. Our tutors want to emphasize positive attitudes and helpful ways of thinking about writing. We want you to become more confident and effective writers across the curriculum and in your personal and professional lives.”

**2. Learning Services**<https://learningservices.gmu.edu/>

Learning Services provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns

**3. University Career Services**<https://careers.gmu.edu/>

We are committed to educating and preparing students for meaningful careers in a global society.

**4. Sexual Harassment, Sexual Misconduct, and Interpersonal Violence**

**Notice of mandatory reporting** of sexual or interpersonal misconduct:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center or Counseling and Psychological Services

You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu)

See: <https://diversity.gmu.edu/title-ix/sexual-or-interpersonal-misconduct-report-form>

See also: Title IX Protects All Members of Patriot Nation

<https://diversity.gmu.edu/title-ix/what-title-ix>

**Student Support and Advocacy Center**(SSAC) <https://ssac.gmu.edu/>

Student Union Building I, Room 3200

Phone: 703-993-3686

**24-Hour Sexual and Interpersonal Violence Crisis Line** 703-380-1434 in partnership with Fairfax County Domestic and Sexual Violence Services

**Counseling and Psychological Services** (CAPS) [http://caps.gmu.edu](http://caps.gmu.edu/)

In order to begin services with CAPS, please call (703-993-2380) or come to our office (Student Union Building I, Suite 3129):

CAPS “provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS individual and group counseling, workshops and outreach programs are designed to enhance students’ personal experience and academic performance.” 703-993-2380.

After-hours Crisis Services for Mason Students

<https://caps.gmu.edu/protocall-services/>

**5.** **Women and Gender Studies Center**

Johnson Center 240K,(703) 993-2986

E-mail: [wgst@gmu.edu](mailto:wgst@gmu.edu)

The Women and Gender Studies Center sponsors programs and events that are relevant to this course.  It has a library of material that may be checked out.  We also support several student organizations and provide internship opportunities. We also offer free printing to all of our enrolled students and minors.  Hours: Mondays and <https://wmst.gmu.edu/center>

**6. LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning+) Resources Center**

Student Union Building I, Suite 2200

Phone: 703-993-2702

Email: lgbtq@gmu.edu

BUSINESS HOURS

Monday: 9am-5pm

Tuesday-Thursday: 9am-6:30pm

Friday: 9am-5pm

Saturday & Sunday: Closed

**7. Center for Culture, Equity, and Empowerment (CCEE)**

Student Union Building I, Suite 2400

Phone: 703-993-2700

Email: [ccee@gmu.edu](mailto:ccee@gmu.edu)

BUSINESS HOURS

Monday-Friday: 8:30am-5:00pm

Saturday & Sunday: Closed

In-person services: Monday-Friday 10:00am-3:00pm

**COMMITMENT TO DIVERSITY**

**George Mason University: Diversity Statement**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

**Women and Gender Studies Commitment to Diversity Statement**

The Women and Gender Studies program seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

University Catalog: <http://catalog.gmu.edu/>  
University Policies: <http://universitypolicy.gmu.edu/>

**Class Schedule**

**Aug 23**

Introduction

**Lynching, the Women’s Club Movement and Fighting the Jezebel Stereotype**

**Aug 25**

“Experiences of the Race Problem by a Southern White Woman,” *The Independent*, volume 56, January to June, 1904 (Mar. 17, 1904), 590-594.

<https://books.google.com/books?id=2icPAQAAIAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false>

“The Race Problem - An Autobiography: A Southern Colored Woman Independent,” *The Independent*, volume 56, January to June, 1904 (Mar. 17, 1904), 586-89.

<http://www.digitalhistory.uh.edu/voices/social_history/18race_problem.cfm>

**Aug 30**

Film -*Ida B. Wells: A Passion for Justice*

(\*\*\*warning: there are some depictions of lynching between 23 and 26 minutes into the film.)

library.gmu.edu Academic Video Online: Premium

<https://video-alexanderstreet-com.mutex.gmu.edu/watch/ida-b-wells-a-passion-for-justice>

also

<https://www.youtube.com/watch?v=sEu_-MAHoLU>

**Sept 1**

Josephine St. Pierre Ruffin, “Address to the First National Conference of Colored Women,” *The Woman's Era* 2 no. 5 (August 1895): 13-15.

<https://www.blackpast.org/african-american-history/1895-josephine-st-pierre-ruffin-address-first-national-conference-colored-women/>

Giddings: “Defending Our Name,” 81-94. (goes by page numbers on the text)

<https://caringlabor.files.wordpress.com/2010/12/when-and-where-i-enter-_-the-impact-of-b-paula-giddings.pdf>

**The Suffrage Movement**

**Sept 6**

Giddings: “The Quest for Woman Suffrage (Before WWI),” 115-127;

<https://caringlabor.files.wordpress.com/2010/12/when-and-where-i-enter-_-the-impact-of-b-paula-giddings.pdf>

**Sept 8**

Giddings: section “The Suffrage Campaign,” 155-166.

<https://caringlabor.files.wordpress.com/2010/12/when-and-where-i-enter-_-the-impact-of-b-paula-giddings.pdf>

**Activism during the Depression and World War II**

**Sept 13**

Giddings: “Black Braintruster: Mary McLeod Bethune and the Roosevelt Administration,” 213-226.

<https://caringlabor.files.wordpress.com/2010/12/when-and-where-i-enter-_-the-impact-of-b-paula-giddings.pdf>

**Sept 15**

Eleanor Roosevelt and Mary McLeod Bethune at the Southern Conference for Human Welfare in 1938.

Oral History Interview with Virginia Foster Durr, October 16, 1975. Interview G-0023-3. Southern Oral History Program Collection (#4007) in the Southern Oral History Program Collection, Southern Historical Collection, Wilson Library, University of North Carolina at Chapel Hill

<http://docsouth.unc.edu/sohp/G-0023-3/excerpts/excerpt_3053.html>

Racial Segregation Incident at a Hotel in Greensboro, North Carolina.

Oral History Interview with Virginia Foster Durr, March 13, 14, 15, 1975.

<http://docsouth.unc.edu/sohp/G-0023-2/excerpts/excerpt_3029.html>

Yevette Richards, *Conversations with Maida Springer*, 132-145 (Blackboard).

Pauli Murray, The Autobiography of a Black Activist, Feminist, Lawyer, Priest and Poet "Getting to Know Mrs. Roosevelt,” 189-195.

“Don't Get Mad, Get Smart,” 232-238 (Blackboard).

**Sept 20**

Film: *The Rape of Recy Taylor* (\*\*\*warning: although there is not an explicit assault scene, students should contact me if they do not wish to view the film)

library.gmu.edu Illumira

<https://gmu.njvid.net/show.php?pid=njcore:170153>

**Sept 22**

McGuire, “They’d Kill Me If I Told,” *At the Dark End of the Street*, 3-47.

**Sept 27**

McGuire, “Negroes Everyday Are Being Molested,” 48-83.

**Oct 4**

McGuire, “Walking in Pride and Dignity,” 84-110\*

**Oct 6**

McGuire, “Walking in Pride and Dignity,” \*110-134.

**End date of subject matter allowed for course paper.**

**Oct 11 Fall Break**

**Oct 13**

**No class meeting – work on paper**

Paper due **Oct. 16** by midnight Sunday.

Post as a .doc or .docx file on Journals. \*No pdfs, please.

Name your file: **LastNameFirstNameCoursePaper.docx**

If there is a problem posting under Journals, you may email me the exam by the due date.

**Oct 18**

Film - *Eyes on the prize.* Season 1, # 1, “Awakenings” (1954–1956)

Emmett Till and Rosa Parks

library.gmu.edu Academic Video Online: Premium

<http://mutex.gmu.edu/login?url=https://video-alexanderstreet-com.mutex.gmu.edu/p/A6myD3lAO>

(\*\*\*warning: between 16 and 17 minutes images of young Till’s mutilation are shown)

**Oct 20**

McGuire, “There’s Open Season on Negroes Now,” 135-159.

**Oct. 25**

McGuire, “It Was Like All of Us Had Been Raped,” 160-190.

**Oct 27**

Septima Clark, *Ready from Within*, 23-54.

**Nov 1**

Film - *Home of the Brave* directed by Paola Di Florio

(about Viola Liuzzo, the only white woman murdered in the civil rights movement in America, and Leroy Moton)

library.gmu.edu Academic Video Online: Premium

<https://search-alexanderstreet-com.mutex.gmu.edu/view/work/bibliographic_entity%7Cvideo_work%7C1786514?account_id=14541&usage_group_id=96011>

**Nov 3**

“A Black Woman’s Body Was Never Hers Alone,” and “Sex and Civil Rights,” *At the Dark End of the Street*, 212-229\*.

**Nov 7** brief blog assignment due by midnight for Nov. 8 class attendance mark

Keisha N. Blain, “Fannie Lou Hamer’s Dauntless Fight for Black Americans’ Right to Vote The activist did not learn about her right to vote until she was 44, but once she did, she vigorously fought for black voting rights,” August 20, 2020

<https://www.smithsonianmag.com/history/fannie-lou-hamers-dauntless-fight-for-black-americans-right-vote-180975610/>

Fannie Lou Hamer: Testimony Before the Credentials Committee

<https://www.youtube.com/watch?v=IRCUUzpfV7k&t=256s>

Fannie Lou Hamer beaten by Mississippi police in 1963 for registering to vote

<https://www.youtube.com/watch?v=9tdsLK2GIQA>

Lawrence Guyot discusses a beating in Winona, Miss. Civil rights activist, Lawrence Guyot, tells the story of the time he and Miss Fannie Lou Hamer were beaten by police in Winona, Miss.

<https://www.usatoday.com/videos/news/2013/08/20/2676147/>

**Nov 8** - No class (election day). See above the assignment due by Nov 7th midnight.

**Black Power and Feminism**

**Nov 10**

**Please note** that the e-book through the library website has different pages than the physical book.

**Physical book**

Barbara Ransby, *Ella Baker and the Black Freedom Movement*, 118-131, 137-147, 170-183.

**E-Book**

**Chapter 4**Fighting her own wars: The NAACP National Office,1940–1946

-Friendship and Friction in the NAACP Family, and Dangers All Around 108-118.

-Give People Light and They Will Find the Way, and Time to Move On, 122-131.

**Chapter 6** The preacher and the organizer: the politics of leadership in the early Civil Rights movement.

-Read from the beginning of the chapter, 147-157 (stop before Gender Inequity in the Movement)

**Nov 15**

**Physical Book**

Barbara Ransby, *Ella Baker and the Black Freedom Movement*, 183-195, 247-253, 256-259, 281-286, 291-298.

**E-Book**

**Chapter 6**The preacher and the organizer: the politics of leadership in the early Civil Rights movement.

-Read from Gender Inequity in the Movement, Baker and King, and Missionaries and Messiahs, 157-166.

**Chapter 8** Mentoring a new generation of activists: the birth of the Student Nonviolent Coordinating Committee, 1960–1961

-Summer of 1960 and stop at Personal Matters, 201-206

-Alternative Model of Womanhood, 208-211.

**Chapter 9** The empowerment of an indigenous southern Black Leadership, 1961–1964,

-Southwest Georgia: Political Differences and Personal Loyalties, 226-230

-Gender Politics and Grassroots Organizing, 234-239.

**Nov 17**

Film - *Fundi: The Story of Ella Baker*

library.gmu.edu Docuseek 2 Collection

<https://docuseek2-com.mutex.gmu.edu/cart/product/739>

**Nov 22**

Giddings, “The Masculine Decade,” 310-320.

<https://caringlabor.files.wordpress.com/2010/12/when-and-where-i-enter-_-the-impact-of-b-paula-giddings.pdf>

Films:

*Eyes on the Prize*, Part II, #6, “A Nation of Law?” (1968-71) (**first 30 minutes** section dealing with the Black Panthers, Fred Hampton)

library.gmu.edu Academic Video Online: Premium

<http://mutex.gmu.edu/login?url=https://video-alexanderstreet-com.mutex.gmu.edu/p/lRpAY3kB7>

*Still Revolutionaries*

(Katherine Campbell, Madalynn Carol Rucker) 16 mins

library.gmu.edu Academic Video Online: Premium

<http://mutex.gmu.edu/login?url=https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C3217070?account_id=14541&usage_group_id=96011>

*Eyes on the Prize* Transcript: <http://wgbhprojects.s3.amazonaws.com/EYES%20ON%20THE%20PRIZE/Transcripts/EOTP-206-ANationofLaw_TRANSCRIPT.pdf>

**Nov 23-27 – School Break**

**Nov. 29**

Film: *Chisholm ‘72 :Unbought & unbossed*

E840.8.C48 C55 2005 (will work on streaming this film for the course)

**Dec 1**

Shirley Chisholm, “The Black Woman in Contemporary America”

University of Missouri, Kansas City - June 17, 1974

<http://americanradioworks.publicradio.org/features/sayitplain/schisholm.html>

The Combahee River Collective Statement, 1977

<https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>

**Dec 8**

Final exam will be distributed on Saturday Dec. 3 and is due by midnight on **Dec. 8**. Post as a .doc or .docx file on Journals.