

# ICS/HIST 18B: AFRICAN AMERICAN HISTORY SINCE 1865

Spring 2018

**"NOT EVERYTHING THAT IS FACED CAN BE  
CHANGED, BUT NOTHING CAN BE CHANGED  
UNTIL IT IS FACED." – JAMES BALDWIN**

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Dear Student,

Welcome and thank you for enrolling in **African American History Since 1865**. I hope you are excited to take the course. Please know that I am here to support your learning process as best as possible. I want you to do well in the course and have tried to set up the course for your success.

This is the **course syllabus**. It is an extremely important tool for your success in the course. It is imperative that **you read the syllabus, completely**. This syllabus contains course information, guidelines on assignments, due dates, the grading policy, and overall expectations. If you have any questions regarding the course, please consult the syllabus first; it is more than likely that the answer will be found here.

I must warn you that the course is extremely intense. There is a substantial amount of academic reading and writing that you will have to do in this course. I assume that you know how to complete basic tasks (writing essays) at a college level.

The course is taught in a lecture/course materials/discussion format, which means that I will be providing lectures and different materials for you to access and you will be having 'class discussions,' on numerous topics, every week. It is important that you access ALL materials available to you in the Canvas system. (If you are new to the Canvas system please take the Orientation available through Distance Learning).

Please understand that the class is set up for an online learner, which means I am assuming you have consistent and reliable internet access, are self-motivated and disciplined in your academic endeavors, and have a grasp of how to use the Canvas system.

I invite you to drop by my office hour and introduce yourself during the first few weeks of the quarter (or after) if you have any questions, concerns, or information that you feel I should know to help your success in the course.

Lastly, I want you to know that our virtual classroom is a safe space for all students. We will honor and affirm our individual identities, perspectives, and contributions to the learning environment.

Professor Keiffer-Lewis

## INSTRUCTOR INFORMATION

### **Julie Lewis**

**Pronouns used: she/her/hers/herself or Lewis**

- **Department Chair, African American Studies**
- **Program Director, Black Leadership Collective**

**Office Location: Multicultural Center (MCC 14D)**

- **lewisjulie@fhda.edu**
- **408.864.8798**
- **Office hours: Wednesdays: 12:30 PM -4:00 PM**

**Campus Website:**

**<http://www.deanza.edu/faculty/lewisjulie/>**

## COURSE DESCRIPTION

An examination of the history of the African American in the United States since the Civil War. The major events, policies, and people that shaped the history of the United States will be analyzed. This course will help students understand the role of people of African ancestry in the political, social and economic life of the United States from Reconstruction to the Jim Crow era, to the modern Civil Rights Movement to the Black Power Movement until today. How institutions, policies, and laws have historically oppressed people of African ancestry living in the United States will also be examined.

# ESSENTIAL COURSE INFORMATION

## STUDENT LEARNING OUTCOMES

### **Upon completion of this course, students will be able to:**

- ⇒ Gain a general knowledge of U.S. history before the founding of the nation until the end of the Civil War, from the African American perspective.
- ⇒ Be able to place contemporary discussions about race, class, gender, sexuality, and other differences in the United States into an historical context.
- ⇒ Learn to think critically about historical issues and gain the necessary skills to evaluate and
- ⇒ Understand that there is no monolithic experience within the African American community.

**\*\*Advisory: English Writing 1A and Reading 200, or ESL 5 and 6**

### Required Text

**There is one required text for the course. Textbooks can be purchased in the bookstore or online. The book is **REQUIRED**; you will need to purchase the text as soon as possible. If buying the text is an issue, please inform the instructor directly. The required textbook is:**

**Trouble in Mind: Black Southerners in the Age of Jim Crow. Leon Litwack  
ISBN: 978-0-375-70263-1  
(e-book or paperback is ok!)**

### Lewis' Expectations

**As you enrolled in this class, it is my expectation that you are interested in the material and want to learn about the topic. Therefore, I anticipate you will take responsibility for your education. This means you are personally responsible to handle all aspects of the course. You should access course materials regularly, respect the topic, instructor, and fellow students; keep up with the readings, participate in the discussions, communicate with me to discuss concerns **BEFORE** they become major issues, and to keep track of your assignments in the event of a grade discrepancy**

### Writing Assistance

**Most of your assignments require college-level comprehension & writing. All sources used to gather information, must be cited. In addition to properly citing your sources. Each student is required to have all of their major essays (Midterm, Research paper) proofread by the Netutor tutors.**

**NetTutor is an online tutor system that is **FREE** and available in Canvas. It usually takes 24-48 hours for the tutor to review your work.**

**Each paper that does not have the required NetTutor confirmation will be deducted 15 to 25 points from the final score (depending on the assignment). You can submit a screen shot, reviewed document, or email as confirmation.**

**TRIGGER WARNING:**

We will be talking about race!! We will be talking about the kidnapping and enslavement of Black peoples!!! We will be talking, in detail, about the nearly 100 years of systematic oppression of Jane & Jim Crow. We will be talking about the systematic oppression of Black bodies historically and today!! We will also be talking about racism, white privilege, and capitalism!! So, many of us will get triggered while going through the material because for us, this oppression -racism, sexism, classism, heteronormativity, etc. - is frustrating and maddening. We HAVE to deal with this stuff every day. It's not just a topic we are studying. Others of us will get triggered because we are just finding this stuff out and it upsets us. Then there are some that will get triggered because we feel guilt or shame for not knowing or understanding how things work(ed) in our society for so long. All of these feelings are okay, dare I say "natural" in fact. It is how we choose to handle the trigger that I hope we can all attempt to work through. I invite each of you to challenge yourselves as you go through the course and pay attention to when you are getting triggered. Then I would like you to do some self-reflection and ask yourself why you feel you were triggered. Was it something that was said? Was it in the hypocrisy of the country you live in? Was it the discovery of your own oppressions and/or privileges? It can be anything, but you need to self -reflect and work it through.

## GROUNDING FACTS OF THE COURSE

In order to ensure that we are all on the same page to begin the course, we need to establish some grounding facts for the course. These facts will not be disputed at any point in the course. If you do not understand a fact, it is okay. However, your misunderstanding is not an excuse for dismissal. Knowing these facts is essential for your learning of African American Studies:

1. African American/Black people are an oppressed group.
2. Race is a socially constructed (created) concept that has real – world implications.
3. Racism is real. It is more than just an individual act. Racism, within the United States, is the systematic perpetuation of white supremacy.
4. White privilege is real. White and light skin privilege is an unjustified advantage given to people.
5. “Reverse racism” does not exist. There is no proof that white people suffer systematic oppression because they are white.

## COURSE REQUIREMENTS

### 1. PARTICIPATION & CLASS FORUMS (200 PTS.)

Participation in a distance-learning class is imperative. Each distance-learning course is required to provide eight (8) hours of material per week. Each student is required to actively participate in the material to get the most out of the course. Each student is required to read ALL readings, watch ALL films/clips, and engage in ALL forum discussions. The instructor is aware each time a student accesses the material. Each student MUST access all course material and participate the weekly forums. There is an opportunity to earn up to 20 participation points per week. In order to secure the total points for the week, each student must actively participate in all course materials.

*Active participation is defined as follows:*

- 1) *Accessing all materials, links, readings, Power Points, videos, and forums in the system.*
- 2) *Posting your response to at least one forum prompt per week.*
- 3) *Engaging with fellow classmates. You must respond to at least two fellow classmate’s posts/statements per week.*
- 4) *If you are inactive for more than 6 days at any point in the quarter, you will be dropped from the course.*

*\*\*The instructor has access to each student’s Activity Report. The Activity Report is a detailed account of a student’s total activity in the system. It records all dates and times of access, the IP address of the access, and how often the material was accessed by each student. The Activity Report is the main report upon which participation is graded.*

### 2. FILM REVIEWS (75 PTS. TOTAL)

Each student will submit three (3) **600 - word minimum** personal film reviews for each of the films watched during the course. The review will analyze each film as it relates to both the historic and current conditions of African Americans in the United States.

### 3. BOOK REVIEW (50 PTS. TOTAL)

To ensure that each student is keeping up with the assigned reading, there will be one (1) required book review based on the assigned text.

### 4. READING CHECK-INS (60 PTS. TOTAL)

Each student will complete three (3) required Reading Check- Ins, where you can share with your classmates what you are learning from the book, analyze how it relates directly to what you are learning throughout the class, and **provide one (1) question for consideration** of your classmates and **answer one (1) of your classmates’ questions**.

### 5. RESEARCH ASSIGNMENT: CREATE A CHILDREN'S HISTORY BOOK

Each student is required to create and submit a children's history book, based on research gathered for the class. The book must be an **original piece of work** written by the student for this class. The book needs to be based on your research of a significant person, place, or event within African American History since 1865. Academic integrity is a must.

### 6. TAKE ONE (1) MIDTERM AND (1) FINAL ESSAY EXAM. (150 PTS. TOTAL)

Both exams will be written. The prompts will be provided in the Catalyst system.

## GRADE DISTRIBUTION

Your grade is based on a point system. Your goal is to obtain enough points to achieve the grade your desire. You can get an estimate of your grade at any moment during the course by adding up the points you've received and dividing that number by the amount of points possible there have as to date. Here is the grade distribution for the course.

ASSIGNMENT	POINTS
CLASS PARTICIPATION & FORUM DISCUSSIONS	200 pts.
FILM REVIEWS (3)	75 pts. (TOTAL)
BOOK REVIEW	50 pts.
READING CHECK-INS (3)	60 pts. (TOTAL)
RESEARCH ASSIGNMENT	100 pts.
WRITTEN EXAMS (Midterm - 50 pts. Final - 100 pts.)	150 pts.
TOTALS	535 pts. possible

**Extra Credit**  
There will be several opportunities to acquire extra credit. I will inform you of those opportunities. You are also more than welcome to inquire about extra credit if you have an event or experience that relates the course subject.

Grading Scale: 90 to 100% = A range; 80 to 89% = B range; 70 to 79% = C range; 60 to 69% = D range; 59% or below = Fail

## ACADEMIC INTEGRITY POLICY

Academic responsibility and integrity is crucial. Examples of a lack of academic integrity include signing in or other students, or other kinds of misrepresentation to the professor or to other students.

- ⇒ **Honesty and integrity are integral components of the academic process. Students are expected to be honest and ethical at all time in their pursuit of academic goals as in accordance with the De Anza Student Handbook.**
- ⇒ **Plagiarism is failure to provide proper citations and attribute ideas and quotes to the original source. Taking text or information or ideas from the internet, or from other sources, without giving credit to the person or persons who came up with those ideas and those words is STEALING. If you are caught passing off the work and ideas of others as your own, you WILL RECEIVE ZERO CREDIT FOR THAT ASSIGNMENT, WITH NO OPPORTUNITY TO RE-DO IT.**
- ⇒ **Any demonstration of lack of academic integrity will result in the failure of an assignment and possibly the class. CITE YOUR SOURCES!! I do not care which platform you use to cite sources, just be consistent in how you do so. All major papers (Slave Narrative, Research Paper) must be proofread by two people, have source citations, and a Works Cited or Bibliography page, which will not count as a written page. To learn more about avoiding plagiarism, take the time to read articles on the website [www.plagiarism.org](http://www.plagiarism.org).**

# ASSIGNMENT GUIDELINES

In this course you have different types of assignments. Here are the guidelines (how you should do the assignment) for the assignments

All submitted work should be:

- ⇒ **Typed**
- ⇒ **For uploaded assignments: Typed, Name, assignment listed; 1-inch margins, 1.5 line spacing, 12 pt. standard font, word count or page numbers listed.**
- ⇒ **Submitted by the due date/time. Any work submitted late will incur a deduction of half of the assignment's potential points.**
- ⇒ **The minimum length required, if a word or page length is required.**
- ⇒ **Proofread, free of excessive grammatical errors, and of high academic quality. Remember: Smarthinking Confirmation due with major papers (available in MyPortal)**
- ⇒ **Cited properly. Each paper must have proper source citations. Source citations are needed for any lecture notes, readings, class discussions, books, and other course materials.) If you use more than two sources, you need to also include a Bibliography or Works Cited page.**

## 1. Participation (200 pts)

All students are expected to engage and provide a safe, inclusive environment for learning while participating in the course. Although the course is online, it will require engagement with other students and active participation. To help build a better sense of community in our virtual environment, the course requires that you upload a picture of yourself (facial profile only), it requires that each student commit to being intellectually open to differing perspective, and engage in respectful communication with each other and the instructor at all times. Any hostile, disrespectful, or otherwise ignorant language and behavior will result in a suspension from the course and potential withdrawal. Lastly, each student is required to **Actively Participate** in the course. Active Participation is defined as follows:

- 1) Accessing all materials, links, readings, Power Points, videos, and forums in the system.**
- 2) Posting your response to at least one forum prompt per week. If there is more than one in the week, you need to respond to all of them**
- 3) Engaging with fellow classmates. You must respond to at least two fellow classmate's posts/statements per week.**
- 4) If you are inactive for 6 or more days, at any point of the quarter, you will be dropped from the course.**

## 2. Film Review (75 pts/total)

*Purpose: The film review allows the student to analyze the impact media and other social institutions have on scholarly discourse in regards to the African American experience, history, and people. You are to submit a 600 word minimum review critiquing each film as it relates to the themes and concepts of the course.*

- ⇒ The review should include the following:
1. **Watch the film** – take notes as you watch the film
  2. **Understand the audience** – Who was the film's intended audience? What clues did the film give you to assume this was the audience?
  3. **Give a brief summary of the film** – What was the main plot/action of the film?
  4. **Analyze the purpose** – Why do you think this film was made? What did the director want to express by making this film? What are the key themes and issues discussed in the film? Why do you think the film chose those specific themes and issues?
  5. **Connect the film to the course** – Why do you think the film was assigned for this course? What connections can you make between the film and what you are learning/have learned in class? In what ways are the themes and issues of the film relevant to understanding the experience of African Americans today?



### 3. Research Assignment: Create a Children's African American History Book

Each student is required to create and submit a children's history book, based on research gathered for the class. The book must be an **original piece of work** written by the student for this class. The book needs to be based on your research of a significant person, place, or event within African American History since 1865.

Academic integrity is a must.

- ⇒ Your book should conform to the Chicago Manual of Style and should include at least 7 sources, 3 of which must be primary.
- ⇒ The book should be a **minimum of 15 pages** and can include pictures.
- ⇒ All resources must be cited within the document.
- ⇒ You may prepare the book using PowerPoint or other forms of media, but it is not required.

**Please check out the following sites for potential topics and examples of books:**

Brown Sugar & Spice Books - <http://www.brownsbooks.com/site/525439/page/936047>

Amazon – <https://www.amazon.com/Best-Sellers-Books-Childrens-African-American-Story/zgbs/books/3095>

Reading Rockets - <http://www.readingrockets.org/booklists/favorite-books-black-history-month>

### 4. Reading Check-Ins (60 pts/total)

- ⇒ Share with your classmates what you are learning from the book. Analyze how it relates directly to what you are learning in the course.
- ⇒ Provide one (1) question for consideration of your classmates
- ⇒ Answer one (1) of your classmates questions of consideration

### 5. Book Review (50 pts)

- ⇒ **Step 1:** First, state the author's name and the title. State the author's purpose of the book (Why did they write this book?) State what the author hopes to accomplish through writing this book and what they want the reader to know, learn, or discover by reading the book. Find a way to entice the reader (professor) into wanting to read your review. You may want to use a quote or pose a question.
- ⇒ **Step 2:** Discuss the theme(s) of the book. What is the theme or general idea the author conveying to the reader. Provide the reader with a background of the book or describe a problem the book addresses.
- ⇒ **Step 3:** Detail and describe the strategies and tools the author uses to get their message across.
- ⇒ **Step 4:** Write a short summary. Give an overview of the plot, summarize the major points/issues, and describe how the book relates to what you are learning in the course.
- ⇒ **Step 5:** React to the book. What did you think about what you read? Write your response to the book, but avoid simplistic phrases such as "I liked the book" or "I hated it." How did this text contribute to your understanding of the course subject matter?
- ⇒ **Step 6:** Make the review relevant. Make connections between the book's themes and what you have learned in regards to the subject matter's current experience. Compare and contrast the historical circumstances with those impacting this group today.

### ADDITIONAL INFORMATION:

- ⇒ **Add/Drop: It is the student's responsibility to pay close attention to the college's add/drop deadlines.**
- ⇒ **Makeup Exams/Late Papers: Late papers will only be worth a maximum of half credit if submitted, anytime after the due date. No papers will be accepted past a one-week time frame. I will not accept papers via email.**
- ⇒ **Students with Accommodations: Students who require accommodations are encouraged to inform the instructor immediately. The Disability Programs and Resource Center is available to facilitate the accommodation process.**
- ⇒ **Extra Help: Students are highly encouraged to seek help from the professor and tutoring or writing assistance at the Learning Assistance Center. I will not be on campus for summer. So, if you need to meet, you'll need to schedule a meeting via email. Feel free to email me with any concerns.**

# WHAT YOU NEED TO BE SUCCESSFUL IN THE COURSE

## TIPS FOR SUCCESS:

- **Have reliable and consistent access to the internet and a computer.**
- **Be self motivated and disciplined**
- **Be able to make time to study and participate in class discussion, materials, assignments, and projects.**
- **Turn in assignments on time**
- **Follow guidelines & due dates**
- **Be able to read comprehensively & communicate effectively through writing**
- **Plan ahead to ensure you have enough time to study and complete assignments. (Class commitment is same as a face-to-face class, 10-20 hrs/week)**
- **Be flexible and adaptable. Learning online is an adventure that will expose you to many new experiences. The ability to be flexible and remain open-minded is crucial to having a positive experience.**
- **Communicate with instructor if problems arise or if you have**

## COMMUNITY AGREEMENTS:

**Because we are in community over the next twelve weeks, it is important for us to establish some agreements to guide us. Here are some:**

- **I will work cooperatively with others. This course will require you to interact with others even though your communication is restricted to discussions and postings.**
- **I will actively participate in class discussions and stay engaged in the dialogue.**
- **I will listen without judgment and be intellectually open to perspectives that may conflict with my own.**
- **I will assume positive intentions on behalf of my fellow students.**
- **I will maintain confidentiality and keep the virtual classroom a safe place for everyone's thoughts.**
- **I will use the preferred pronouns of my classmates**

## CAMPUS RESOURCES:

- ⇒ **Writing and Reading and Tutorial Skills Center, ATC 309, 864-5840**
- ⇒ **Math/Science Tutorial Center, S43, 864-8683**
- ⇒ **Counseling Center, 2nd floor Student & Community Services Bldg., 864-5400**
- ⇒ **Transfer Center, 2nd floor Student & Community Services Bldg., 864-8841**
- ⇒ **Career Center, 2nd floor Student & Community Services Bldg., 864-5711**
- ⇒ **Disability Support Services, 1st floor Student & Community Services Bldg., 864-8753**
- ⇒ **Financial Aid, Baldwin Winery Building, 864-8718**
- ⇒ **Health Services, Lower level Campus Center, 864-8732**
- ⇒ **Child Development Center, 864-8822**
- ⇒ **Extended Opportunity Programs and Services, Lower level Campus Center, 864-8950**



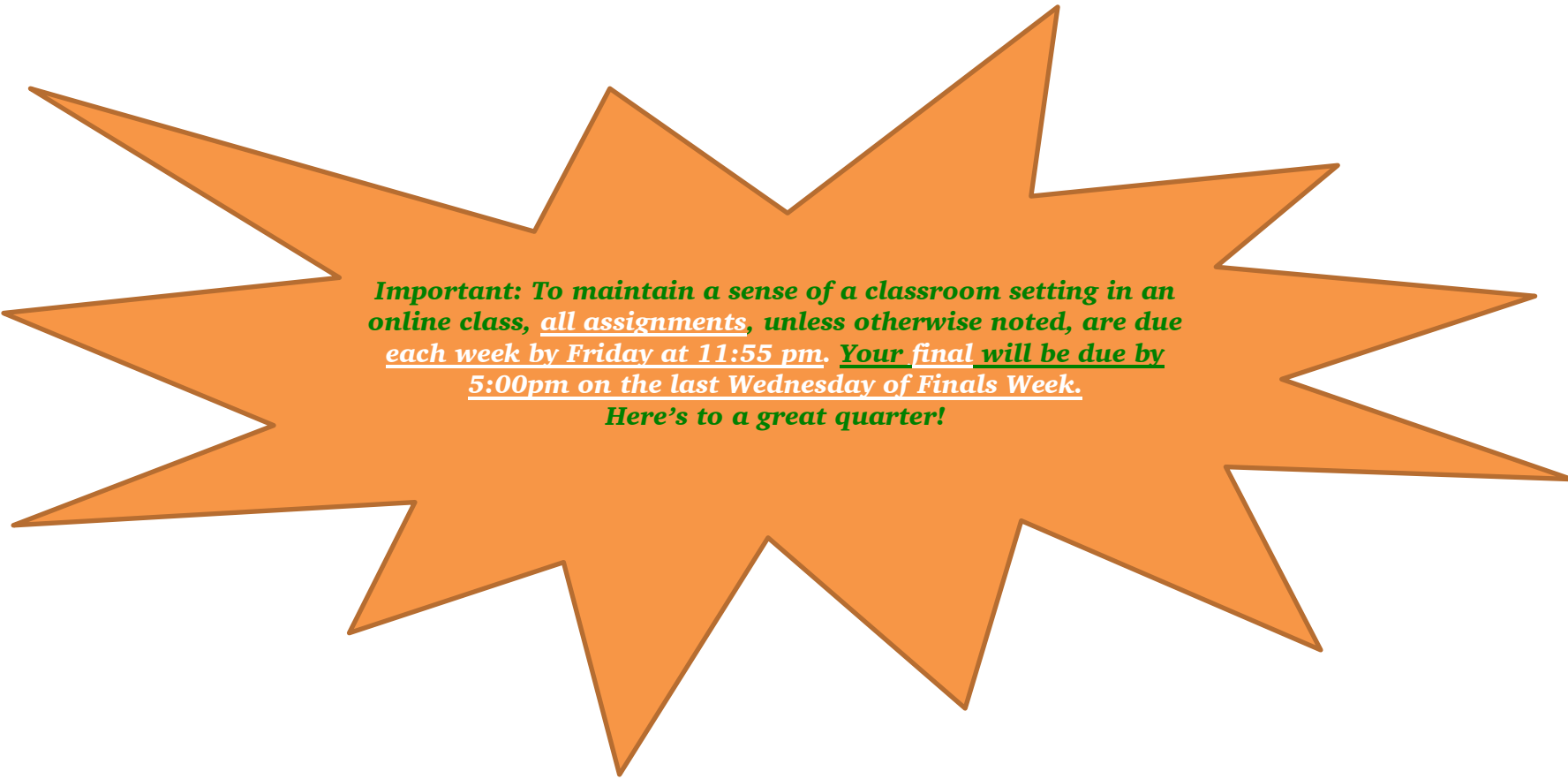
# COURSE SCHEDULE

## SCHEDULE OF READINGS AND ASSIGNMENTS

Not all Activities are listed in this overview. Please see Catalyst system for complete Activities List.

<b>Week 1: Introductions &amp; Welcoming</b>	<i>Activities: Syllabus Overview; Course Expectations; Introductions &amp; Community Building Forum; A Brief History of White Privilege, Racism &amp; Oppression in America, The Harvard Implicit Association Test; Decoded – Privilege; Film – Into the Fire</i>	<ul style="list-style-type: none"> <li>• <b>Introduction Forum</b></li> <li>• <b>Readings: GET BOOKS &amp; Read: Trouble in Mind Preface</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Introduction Forum</b> ⇒ <b>GET BOOKS</b> ⇒ <b>Read: Trouble in Mind</b>
<b>Week 2: Reconstruction</b>	<i>Lecture: Reconstruction &amp; The Failure of Reconstruction Activities: Film – Civil War &amp; Reconstruction; Article – The Case for Reparations</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Forum</b></li> <li>• <b>Readings: Trouble in Mind Ch. 1-3</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Discussion Forum</b> ⇒ <b>Read: Trouble in Mind</b>
<b>Week 3: Jim &amp; Jane Crow</b>	<i>Lecture: Jim &amp; Jane Crow Activities: The Rise &amp; Fall of Jim Crow; Film – Slavery By Another Name; The New Jim Crow Museum</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Forums</b></li> <li>• <b>Readings: Trouble in Mind Ch. 1-3</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Discussion Forum</b> ⇒ <b>Read: Trouble in Mind</b> ⇒ <b>Reading Check -In #1</b>
<b>Week 4: The Great Depression &amp; The (Raw) New Deal</b>	<i>Lecture: The Great Depression &amp; New Deal Activities: Films – Against the Odds &amp; Scottsboro: An American Tragedy; Timeline – Plantation to Ghetto</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Forums</b></li> <li>• <b>Readings: Trouble in Mind Ch. 4-6</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Discussion Forum</b> ⇒ <b>Read: Trouble in Mind</b> ⇒ <b>Film Review: Scottsboro</b>
<b>Week 5: At War – Home &amp; Abroad</b>	<i>Lecture: Double V Campaign Activities: Clip – Hidden Heroes; National Archives; Film – African Americans in WWII; Truman &amp; the Desegregation of the Army</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Forums</b></li> <li>• <b>Readings: Trouble in Mind Ch. 4-6</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Discussion Forum</b> ⇒ <b>Read: Trouble in Mind</b>
<b>Week 6: The Seeds of Revolution</b>	<i>Lecture: Surviving Jane &amp; Jim Crow Activities: Film- Rise! Clip: Extra Innings – Preserving the History of the Negro Leagues; “If We Must Die”</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Forums</b></li> <li>• <b>Readings: Trouble in Mind Ch. 4-6</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Discussion Forum</b> ⇒ <b>Read: Trouble in Mind</b> ⇒ <b>Reading Check-in #2</b>
<b>Week 7: Modern Day Civil Rights Movement</b>	<i>Lecture: The Modern Day Civil Rights Movement; Activities: Timeline – Civil Rights Era; Voices of the Civil Rights Movement; Films – Freedom Summer &amp; Ain’t Scared of Your Jails;</i>	<ul style="list-style-type: none"> <li>• <b>Readings: Trouble in Mind Ch. 7- Epilogue</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Discussion Forum</b> ⇒ <b>Film Review – Freedom Summer or Ain’t Scared of Your Jails</b>

<b>Week 8: MIDTERM WEEK</b>	<i>Film – The Time Has Come 1964-66; MIDTERM</i>	<ul style="list-style-type: none"> <li>• <b>Readings: Trouble in Mind Ch. 7- Epilogue</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>MIDTERM (With Smarthinking Confirmation)</b>
<b>Week 9: The Black Power Movement</b>	<i>Lecture: The Black Power Movement Activities: 1966 CBS News Special Report – Black Power/White Backlash; Black Arts Movement; Ras Baraka – An American Poem, Sonia Sanchez – Blues; Gil Scott Heron – The Revolution Will Not Be Televised; Nikki Giovanni – Always There Are the Children</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Forum</b></li> <li>• <b>Readings: Trouble in Mind Ch. 7- Epilogue</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Discussion Forum</b> ⇒ <b>Reading Check-in #3</b> ⇒ <b>Book Review – Trouble in Mind</b>
<b>Week 10: The Rise of Conservatism</b>	<i>Activities: Turning the Tables on Civil Rights; The Reagan Years; The State of Black America; Film – The Central Park Five;, Jerome Project Investigates The Racial Bias of the Prison Industrial Complex</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Forum</b></li> <li>• <b>Film Review</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Discussion Forum</b> ⇒ <b>Film Review – The Central Park Five</b>
<b>Week 11: Progress?</b>	<i>Activities: Film - A More Perfect Union; The State of Black America Today; Why Intersectionality Can't wait; The State of Black America</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Forum</b></li> </ul>	<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>Research Assignment due</b>
<b>Week 12: Finals Week</b>	<i>FINAL Due 5:00pm on Wednesday of Finals Week</i>		<b>ASSIGNMENT(S) DUE:</b> ⇒ <b>FINAL</b>



***Important: To maintain a sense of a classroom setting in an online class, all assignments, unless otherwise noted, are due each week by Friday at 11:55 pm. Your final will be due by 5:00pm on the last Wednesday of Finals Week. Here's to a great quarter!***