

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



Landmarks of American History and Culture Workshops for
Community College Faculty
Institution: Jackson State University



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Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

Project Title: *Landmarks of American Democracy: From Freedom Summer to the Memphis Sanitation Workers' Strike*

Institution: Jackson State University

Project Director: Leslie Burl McLemore

Grant Program: Landmarks of American History and Culture Workshops for Community College Teachers

Landmarks of American Democracy: From Freedom Summer to the Memphis Sanitation Workers' Strike

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june 14 – 20, 2009 • june 21 – 27, 2009 -

a 2009 National Endowment for the Humanities
Landmarks of American History Workshop for Community College Faculty

hosted by The Fannie Lou Hamer National Institute on Citizenship and Democracy,
Jackson State University, and Rhodes College

NARRATIVE DESCRIPTION

Intellectual Rationale

The most honored places from our nation’s past—National Historic Landmarks—are preserved for their exceptional value as tangible icons of the American narrative. These landmarks serve as reminders of the major steps that our country has taken toward realizing the ideals of democracy set forth in the Constitution. Many of these landmarks are significant because they commemorate historical events that helped America define itself in the face of oppression from external powers (e.g., Pearl Harbor, or the battlegrounds of Lexington Green and Bunker Hill). Others, such as Gettysburg National Military Park and Antietam National Battlefield, are important because they serve as reminders of the internal battles our country has fought in trying to ensure that our Constitutional ideals become the major threads in the tapestry of actual American experience (Harper 1997).

Both types of landmarks share three common characteristics: 1) they remind us of *what* happened—the events that have changed the course of American history; 2) they commemorate *where and when* these watershed events occurred—the contextual significance of place and time; and 3) they memorialize the efforts and sacrifices of the *people* who took a stand and shaped the evolution of American democracy. Many historical landmarks and events of the past 50 years, however, have not yet been officially designated as such. The “National Historic Landmark” designation brings with it the recognition, funding, and interpretive resources needed to ensure a specific site will be remembered outside of history books and preserved for future generations (Mackintosh 2000). However, myriad historical sites with great national and regional significance have yet to receive the recognition needed to imprint them on America’s historical consciousness. When most Americans think of the Southern Civil Rights Movement, they think of Rosa Parks on the bus in Montgomery, Alabama; of the assassination of Medgar Evers in Jackson, Mississippi; of Martin Luther King, Jr. writing a letter from a Birmingham jail. These well-known people and events are commemorated at the National Civil Rights Museum in Memphis, Tennessee. It is the less remembered but equally significant places, populated by individuals who stood only for brief moments in the national spotlight, that we risk forgetting. These events, people, and places currently remain on the fringes of popular history, footnotes instead of landmarks in their own right.

Workshop Goals

It is the goal of this project to help community college educators gain a more comprehensive understanding of the landmarks, people, and events that provided critical momentum for the success of the southern Civil Rights Movement in the 1960s. Specifically, the workshop will focus on the events of the Summer Project of 1964—“Freedom Summer,” and how these events set the stage for the Memphis Sanitation Workers’ Strike in 1968. Within this context, the workshop will expose participants to methodologies for identifying, researching, and interpreting historical sites (Boland and Metcalf 1993, Duncan 1995, Griffith 1997)—those that have received formal recognition (e.g., the National Civil Rights Museum), as well as those that are lesser known (e.g., historical sites in Jackson, Greenwood, Ruleville, and Clarksdale, Mississippi). The project’s content is readily adaptable into a unit of study on the Southern Civil Rights Movement from 1964-1968 in a typical introductory American History survey course.

During the workshop, visiting scholars will discuss specific content areas and describe how they obtain primary documents and material resources, as well as oral histories from eyewitnesses. The oral history panels allow participants to meet several of the people whose roles are described in the current scholarship, and during question-and-answer sessions to go “beyond the footnotes” and learn more about specific events and places. In addition, guided field trips to the Mississippi Delta and to Memphis, Tennessee will give workshop attendees first-hand knowledge and appreciation of a variety of landmark sites. Unlike visiting a museum, the field trips entail tours of a substantial number of sites, most with no formal interpretive resources in place. The workshop curriculum has been designed to familiarize participants—prior to the field trips—with the landmark sites and the people and events connected to them through the readings, scholarly lectures, and an exhibit of photographs that is displayed in the main meeting room. Each field trip includes commentary by the Hamer Institute’s core faculty in addition to one or more civil rights veterans who were active in the communities being toured. The chance to directly engage the actual history-makers and dig deeper into the significance of the places being visited is an exceptional opportunity for program participants. Finally, through their small group work, participants will focus on integrating their new knowledge into existing American History course curricula.

Similar NEH programs conducted in the past by the Hamer Institute have been deemed highly rewarding by participants, and have also sparked local interest in developing interpretive historical resources and promoting awareness of the significance of regional landmarks. The interest of organizations including the Hamer Institute in Delta-area historical landmarks has prompted the formation of the Sunflower/Ruleville Black Historical Society and the Fannie Lou Hamer Cultural and Community Center. The city of Clarksdale has also expressed an intent to develop historical resources to preserve and promote knowledge of local landmarks. Most significantly, the Mississippi Development Authority’s Tourism Division is currently developing a Civil Rights Heritage Trail with the help of the Hamer Institute and other organizations throughout the state. Continuing programming such as the Landmarks of American History workshops reinforces that there is a demand for historical tour resources and promotes the preservation of many sites that are currently unrecognized and unprotected.

See “**Content and Design of the Workshops**” on page 8 for detailed information about the various program elements.

Significance of the Landmark Sites

Landmarks of the Civil Rights Movement remind us of those who struggled and sacrificed—even in the face of prejudice, persecution, and death—to ensure that the Constitutional rights of all people, regardless of color, are enforced for all American citizens. These events have brought America from participatory democracy in *word* to participatory democracy in *fact*. In particular, the people, places, and events of Freedom Summer brought the collective aspirations of Mississippi’s unrepresented populations to the forefront of national awareness, and resonated with people across America who also yearned to be full participants in a democratic society. “The Mississippi Freedom Summer Project marked a transition for the southern civil rights movement, shifting its concentration from protest toward political and community organizing on a massive scale” (Parker 1994, 4). This refocusing of energies empowered ordinary citizens of all races

and socioeconomic classes to change their own government and move it closer to the ideals set forth in the Constitution. A mere four years after the success of Freedom Summer, the sanitation workers of the City of Memphis put the Constitutional ideals of democracy to another test. These sons and daughters of sharecroppers in Mississippi had relocated to Memphis to pursue the promise of a better life; in fighting for equal representation in the workplace, they too became participants in the American political enterprise.

These two landmark events in American history were major milestones on the journey towards freedom and equal opportunity for all citizens. The main threat to these events and the historical sites that remind us of them is their deterioration in the memory of the nation—the possibility that their value as tangible elements of the American narrative will not be commemorated, interpreted, or preserved. This workshop will help educators ensure that this valuable legacy, its landmarks, and the lessons it contains for future generations are not lost.

One way in which the workshop will accomplish this is by introducing participants to the material culture and substantial contributions of local people in Mississippi and Memphis, Tennessee. As place, local southern history, especially at the community and neighborhood levels, remains a largely untapped source of potential revelation about the evolving human condition and contestations for expanded freedom—all within the framework of the recent American past. John Dittmer's classic 1994 work *Local People: The Struggle for Civil Rights in Mississippi* demonstrated that examining local communities and individuals changes our understanding of national and regional history. Dittmer's work has legitimized and revitalized a historiography focusing on the local.

Hundreds of widely known and little known historical landmarks helped shape the 1964 Summer Project and the 1968 Memphis Sanitation Workers' Strike. For example, the Masonic Temple in Jackson was the citadel of civil rights gatherings in Mississippi. The temple was the largest and leading venue for meetings in the state. The 1963 Freedom Vote campaign closing and election night rally were held in the Masonic Temple. The founding and nominating conventions of the Mississippi Freedom Democratic Party also were held in that structure. Built in 1955, the Masonic Temple is owned by the Stringer Grand Lodge. The ability to use the temple as a safe haven in the 1950s and 60s helped movement leadership chart the path of civil rights efforts in Mississippi and the rest of the American South.

Many other local landmarks played similar roles in the Civil Rights Movement. Churches throughout Mississippi became Freedom Schools, meeting places, and the venues that shaped and developed the Mississippi Freedom Democratic Party. Obviously, the same story can be told about the many meetings held in Memphis at the Clayborn and Mason Temples and other churches. Indeed, union halls, cemeteries, community centers, and newspaper offices were the sites of substantive contributions in the fight for equal rights. Many of these landmarks will be featured as examples of physical structures where key developments in the Civil Rights Movement unfolded and where they may be understood through local study.

To be sure, one must understand how series of events in different places helped shape and guide the comprehensive struggle (Boland 1996; see also Boland 1997). To this end, participants will be given several opportunities to meet local people who participated in landmark events. Visiting scholars and workshop faculty will help contextualize and anchor these experiences in the broader historical movement. Participants will leave the one-week workshops with a better understanding of the significance of local

landmarks in Mississippi and Memphis and how they fit into the mosaic we identify as the American Freedom Movement.

Topics to be Explored

Before delving into the specific chronology and events of Freedom Summer and the Memphis Sanitation Workers' Strike, the workshop will begin by examining the place where many of these events occurred—the Mississippi Delta (defined specifically as the rich farmland flanking the Mississippi River as it winds from Memphis to Vicksburg). As James C. Cobb notes in his book *The Most Southern Place on Earth: The Mississippi Delta and the Roots of Regional Identity*, the Delta is a land of wealthy planters, rich soil, and desperate poverty. It is the home of the poorest and blackest counties in the South. These conditions have been major influences upon the history of the region and its peoples. Dr. L.C. Dorsey, associate director of the Delta Research and Cultural Institute at Mississippi Valley State University (retired), will provide our keynote address on "The Mississippi Delta as Place," sharing what it was like to be born, live, and work in the Delta. Dr. Dorsey's overview will lead us into an exploration of the antecedents to the 1964 Summer Project; the Freedom Vote campaign of 1963; Freedom Summer events of 1964, including the creation of Freedom Schools, voter registration drives, and the Mississippi Freedom Democratic Party; and the Memphis Sanitation Workers' Strike of 1968. The significance of each topic is noted below, and the related landmarks are listed and briefly described in Appendix A.

The *Brown v. Board of Education* decision handed down by the Supreme Court of the United States in 1954 crystallized a sense of white supremacy among white Southerners. They felt that the federal court decision was an attack on the "southern way of life" (reminiscent of the Civil War) that had to be defended at all costs. As historian Neil McMillen has observed, "In an atmosphere of unrelenting hostility to social change in any form, where law was the servant of white supremacy, white supremacists had little need for lawlessness" (1989). Even so, the first White Citizens' Council was formed in Indianola, Mississippi, less than two months after the *Brown* decision, and spread rapidly throughout the South. The Councils attacked Southern blacks and legitimated violence as a means of social control. Suppression became the order of the day in the South. In Mississippi, attacks were made against Reverend George Lee and Clinton Melton, both of whom were murdered because of their efforts to implement the *Brown* decision. African Americans believed that the *Brown* decision reflected a commitment on the part of the federal government to desegregation and the dismantling of white supremacy. In many ways, then, the South became fertile ground for violent conflict. Many branches and members of the NAACP were attacked through economic, political, and social reprisals, as well as overt or covert violence. By 1961, the arrival of young Student Nonviolent Coordinating Committee (SNCC) volunteers willing to risk their lives in voter registration in McComb, Mississippi, signaled the coming of a new day (Carson 1995). McComb was known locally for its violence against those who sought to overturn the laws and practices of segregation (Dittmer 1995).

In 1963, the Freedom Vote was conceived as a strategy to energize the African-American vote in Mississippi and to demonstrate to the nation that if African Americans truly had the right to vote in Mississippi, they would welcome the opportunity to do so. The statewide mock election was held in November of 1963: nearly 90,000 African Americans voted in the election. Aaron Henry ran for Governor

and Rev. Edwin King ran for Lieutenant Governor on the Freedom ballot. The Freedom Vote campaign was the pilot project that demonstrated that college students from across the country would come to Mississippi to aid the oppressed black citizens of the state.

One key aspect of Freedom Summer was how it established the significance of what happened at the local level. This can be seen clearly in the unique pedagogical contribution of the Freedom Schools. These schools were designed to empower the local community, provide the skills necessary for voter registration, and promote citizenship, while introducing students to the history of the African American experience. In 1962, the founder of the Freedom School concept, Charlie Cobb, had proposed a freedom school program "to fill an intellectual and creative vacuum in the lives of young Negro Mississippians, and to get them to articulate their own desires, demands, and questions...to stand up in classrooms around the state and ask their teachers a real question" (Payne 1995, 302). This was operationalized in local communities throughout Mississippi as Freedom Schools were launched in neighborhood churches and homes. The Freedom Schools—in conjunction with voter registration drives—empowered disenfranchised African Americans.

These two components were led by blacks who brought hundreds of black and white civil rights workers from the north into Mississippi to help with Freedom Summer activities. Although this previously had happened in the 1963 Freedom Vote campaign, many veteran civil rights activists were apprehensive about using outsiders again on a larger scale. On the one hand, the presence of white civil rights supporters during Freedom Summer would certainly bring much-needed national attention to the Mississippi movement; on the other, it might also lead to additional violence. And who would follow through on maintaining the changes wrought by the programs after the volunteers left? How would white volunteers be trained to work in a black-led movement? What would happen when people started dying? After much heated debate, the Freedom Schools and voter registration drives were begun.

The 1963 Freedom Vote campaign helped lay the foundation for the creation of the Mississippi Freedom Democratic Party (MFDP). The MFDP was the political component of the 1964 Mississippi Summer Project (Dittmer 1995). Organized in April of 1964, the MFDP provided the citizens of Mississippi their first open political party since Reconstruction. The MFDP was a parallel political party to the state's official but segregated white Democratic Party. The Freedom Democrats made remarkable gains by encouraging African Americans to become more actively involved in the state's political system. The MFDP helped to make the practice of citizenship a reality in Mississippi (McLemore 1971). After the MFDP's testimony at the 1964 Democratic convention, the American political party system—Democrat and Republican—altered their rules of engagement and party structure by requiring inclusiveness (age, gender, and race). In this way, the MFDP changed the nation. The buildings where the MFDP was established and later housed still stand in Jackson, Mississippi, and will be among the sites visited during an area tour.

The important landmarks and events already highlighted that connect the Mississippi region and the Summer Project of 1964 are by themselves worthwhile contributions to understanding the Civil Rights Movement. The National Civil Rights Museum (NCRM) and local landmarks in the city of Memphis, Tennessee will help workshop participants fully grasp how the struggle for civil rights in Memphis was intimately connected with the lives and experiences of blacks in the Mississippi Delta. Housed at the very site where the movement's most prominent leader, Dr. Martin Luther King, Jr. was assassinated, the NCRM

is the hallmark location illustrating the continuous struggle for freedom and democracy for everyone in America. The museum’s focus on the 1950s-60s provides the perfect lens for contextualizing the freedom fighters in Mississippi during the mid-1960s and how their efforts impacted other parts of the region. Complementing written information about the Civil Rights Movement, the museum encourages in-depth examination through its exhibits, lectures and interactive components.

The Memphis Sanitation Workers’ Strike is prominently featured at the NCRM, and clearly illustrates the galvanizing influence the 1964 Mississippi Summer Project had on the southern freedom movement. So often, the common understanding of the civil rights movement ends with the major legislative landmarks of the 1964 Civil Rights Act and the 1965 Voting Rights Act. If teaching of the movement does extend beyond 1965, it usually touches briefly on the emergence of Black Power and connects this to the urban rebellions that swept northern cities. This is an inaccurate ending to the movement’s history. By continuing the story beyond Freedom Summer and the Selma to Montgomery March and drawing clear connections between the Memphis Sanitation Workers’ Strike and the achievements of the Mississippi Movement, the hope and expectations of the Freedom Schools and of the Freedom Democratic Party become clear in the fundamental message of the strikers—“I AM A MAN.”

By 1968 Memphis sanitation workers could vote and eat where they pleased, but they were not yet able to exercise sufficient political power as citizens of Memphis to create a work environment where they no longer faced life-threatening conditions when picking up the garbage. With the exception of a few early incidents of violence at the outset of the strike, the sanitation workers did not respond to these conditions by rioting or advocating provocative Black Power slogans, but by poignantly asserting their humanity and by organizing nonviolently in the tradition of the Mississippi movement. This continuity of struggle, no doubt due to the close kin ties of many Memphis blacks to the Mississippi Delta and to the spreading of the Mississippi model to places in Alabama, South Carolina, and Georgia, shows how African Americans worked within the framework of American justice to make real the promise of citizenship inherent in the Civil Rights and Voting Rights Acts.

The strike resulted in the city of Memphis recognizing members of the Black Memphis Local 1733 of the American Federation of State, County and Municipal Employees (AFSCME) union as equals to members of the white union. In a city that was 40 percent black, many still felt under-represented and under-employed (McKnight 1984; Estes 2000; Sokol 2001). According to Joan Turner Befuss, “They meant it. They wanted—in spite of what they did to earn a living—somebody to say, ‘You are a Man!’” (1985, 346-347). As Jesse Epps, an AFSCME representative for the southern region stated, “The basic issue is not pay, but recognition of the union.... The mayor wants to say, ‘Go on back to work and then we’ll do right about your complaints; you know our word is as good as our bond.’” (www.afscme.org). However, the sanitation workers felt that they could not trust Mayor Loeb, and the strike was not settled until one week after Reverend King was shot dead in Memphis.

Scholarly and Educational Context

Recent historical scholarship has more vividly and objectively shown how ordinary people, using nonviolent means against overt and covert violence, have been instrumental in closing the gap between the

American promise and the American reality. Paradoxically, the growth of this literature on the Civil Rights Movement coincides with a decline in voting behavior in America and in most industrial nations (Pharr and Putnam 2000). The planned course of study shows not only the sacrifices ordinary people made to exercise their right to vote, but also demonstrates why that right was so vital if they were to fully realize all of the civil rights granted to them in the Constitution. Gaining equal political rights—the ability to vote and fully participate in local and national democracy—was the beginning of the end of the systematic repression of African Americans throughout the south. These political gains made possible the economic gains that resulted from the sanitation workers’ strike: equal representation in the workplace as well as at the polls.

The proposed program, “Landmarks of American Democracy: From Freedom Summer to the Memphis Sanitation Workers’ Strike,” is designed to bring to community college faculty and subsequently, their students, the valuable achievements of the last 20 years of scholarship on citizenship, democracy, and pedagogy in the specific context of the civil rights struggle in Mississippi and Memphis. Rather than focusing solely on national leaders, this workshop will highlight the dynamic roles played by ordinary citizens—local people—in sustaining our nation’s legacy of democracy. The literature on the civil rights movement demonstrates the transformative nature of grassroots participation in redefining citizenship and democracy (Weisbrot 1991, Powledge 1993, Payne 1995, Marable 2000).

Heavy teaching loads, large class enrollments, and extensive cross-disciplinary responsibilities severely limit the time many community college faculty have available to stay abreast of new curricular and pedagogical developments. Many are eager to participate in summer programs that will expose them to multidisciplinary approaches for studying the Civil Rights Movement. Our workshops are the caliber of graduate-level coursework, and will take participants beyond Martin Luther King, Jr. and Malcolm X by engaging the contemporary literature and bringing the memories of history-making local people into the classroom, thereby broadening discourse on the Civil Rights Movement and how it has shaped modern American democracy.

Intended Impact on Community College Faculty and Introductory American History Courses

Focusing on an engaged citizenry through a pedagogy centered on student participation, these workshops will allow participants to experience and communicate the power, possibilities, and contradictions inherent in a democratic system. The idea of democracy as an unfinished and ongoing project is highlighted throughout the workshops, leaving participants with the knowledge that they, as citizens and educators, will carry forth the legacy of scholarship and civic engagement spawned by scholars and those who fought for freedom. This combination of active pedagogy and a content focusing on “local” events and sites enhances history education (Varema 2002).

The growing disaffection among young people of voting age can be challenged as professors better understand how such “ordinary” citizens as Ella Baker, Reverend Samuel “Billy” Kyles, Obie Clark, Fannie Lou Hamer, Reverend James Lawson, E.W. Steptoe, Susie Ruffin, Bill Lucy, Amzie Moore, Annie Devine, Reverend Ben Hooks, or Bob Moses changed the course and meaning of democracy in the United States. These workshops will encourage faculty to transform the curriculum of our community colleges to highlight the role the Civil Rights Movement has played in broadening our understanding and practice of citizenship

and democracy in the United States. During the course of the workshops, teachers will better appreciate the conditions under which citizens make history by being well-informed rather than ill-informed, active rather than passive sovereigns of the nation. The workshops' careful and thoughtful readings compel inquiry rather than dogma. The process of inquiry will show that history is made in the turn rows of the cotton field and on the steps of the courthouse—as well as in the homes of the powerful—by acts of courage on the part of the powerless.

Feedback from community college faculty who participated in this workshop in 2005 illustrates the benefits the proposed program will provide participants and their students. John Shorey, Associate Professor of History at Iowa Western Community College, praised the program: "In 27 years of teaching, the workshop was the best conference/institute experience that I've had. I know it will definitely impact my teaching and thus, my students." Evaluations of the 2005 program were overwhelmingly positive, with several participants noting that the program has changed the way they view, understand, and will teach American history.

Content and Design of Workshops

This NEH workshop, by delving into primary documents, questioning eyewitnesses, and facilitating discussions, crosses disciplinary boundaries and integrates the voices of actual participants in historical events with the analyses of scholars. Keynote sessions will focus on lively scholarly lectures that highlight the issues examined in the daily readings. (Further information on presenters and their topics is provided on page 11, and a full syllabus and schedule is provided in Appendix B.) Primary texts serve as resources that evoke the times, lives, and conditions that have given rise to a more robust American democracy. Additional workshop sessions include pedagogical and curricular group work as well as oral history panels that encourage public reasoning—one participant with the next. Workshop facilitators will take the historical insights presented by visiting scholars and the various reading assignments, and help community college faculty create means of communicating this material to students in an informative manner (e.g., role-playing, simulations, oral histories, multimedia presentations, primary document explorations, and independent research). The workshops encourage the use of interactive teaching techniques. Extensive use of primary sources in curriculum development is essential for learning, and the participants' clear understanding of key concepts and historical context will help them present the material effectively in their classrooms.

Oppressed people have often articulated their rebellion and resistance through the voice of their music. From the spirituals, to the blues, to gospel, to the freedom songs of the Civil Rights Movement, we will sample the best of "freedom music." As a means of modeling the inclusion of music in the classroom, we will begin each session with a musical selection appropriate to the topic being discussed. The lyrics of each song will be handed out and participants will be provided a listing of compact discs where they can find songs appropriate for integration into their courses. Workshop faculty will provide background information and a brief history for each selection before each day's formal lecture begins.

Detailed Schedule

Appendix B provides a detailed daily curriculum of the workshops and notes the individual speakers and readings to which the participants will be exposed. In addition to the discussion of the specific topics

noted in the “Topics to be Explored” section of this proposal, throughout the curriculum we will use oral histories. Oral history allows us to rigorously capture the meaning of topics under review. Our exploration of oral history is initiated with a session on oral history research methodology from Dr. Alferdteen Harrison (Director of the Margaret Walker Alexander National Research Center). This will be followed with a session of oral history on the establishment and impact of the Freedom Schools. Additional sessions of oral history will follow later in the week, where personal recollection is interspersed with question-and-answer sessions connecting the oral history with the academic literature the participants have been reading. Participants will also be led on guided tours of pertinent local landmarks in Jackson, Mississippi.

Midweek we will change locations to Memphis, Tennessee. On the way to Memphis we will visit seminal Freedom Summer landmarks in Greenwood, Ruleville, and Clarksdale, Mississippi. In Memphis, we will visit the National Civil Rights Museum and significant landmarks in the African-American community. As noted on page 6, the NCRM will provide our faculty with an opportunity to see how Freedom Summer and the Memphis Sanitation Workers’ Strike connect with the larger scope of the national Civil Rights Movement as well as the events of the Mississippi Delta. Exhibits and lectures at the museum will place the focus of our workshops within the context of American history. (Please see Appendices A and B for complete details of all landmarks, tours, and field trips.)

Participants’ Projects

Several noon-time sessions and most afternoons will feature group work where participants will work together (guided by core workshop faculty) to develop innovative means of presenting an aspect of the workshop’s subject matter to their students, in a style that emphasizes active learning. We will provide participants with a large number of primary documents related to the landmarks of Freedom Summer and the Memphis Sanitation Workers’ Strike, as well as access to the Mississippi Department of Archives and History and, on the campus of Jackson State University, the Margaret Walker Alexander National Research Center. Participants will be expected to use these resources to construct curricular components for their introductory American history courses. Faculty from Jackson State University, the Hamer Institute, and Rhodes College will serve as our group leaders. Each participant will submit a plan to work on curricular changes in the following academic year; these plans will be disseminated to the other members of their group.

One of the most exciting elements of these workshops is their primary locations: Jackson, Mississippi and Memphis, Tennessee. These southern cities represent the heart of the South and are very convenient to many of the landmarks where our history was made. Exposure to landmarks in Jackson, Greenwood, Clarksdale, and Ruleville, Mississippi and in Memphis, Tennessee will allow participants to experience the locations about which they have read and to meet many of the individuals who made the history they are teaching.

Project Faculty and Staff

The NEH clearly has been integral to the development and sustainability of the work of the Hamer Institute. The interdisciplinary, multiracial core faculty of the workshop met at the National Endowment

for the Humanities (NEH) Summer Institute for University Professors on "Teaching the Southern Civil Rights Movement, 1864-1965" held at Harvard University's W.E.B. DuBois Institute in 1997 and 2000. The Hamer Institute and our subsequent teacher and student seminars emerged from a group project conducted at the 1997 NEH Summer Institute. Our 2002 NEH Institute afforded us the unique opportunity to work with schoolteachers over a five-week period of time. Our 2004 Landmarks Workshop for Schoolteachers presented the same curriculum comprising this proposal to K-12 schoolteachers. Most recently, our exceptionally well-received 2005 Landmarks Workshop for Community College Faculty demonstrated our ability to successfully adapt our one-week program to a new audience. Based upon feedback received from participants in this program, we have made minor adjustments to the order of presentations and logistical arrangements.

The core faculty members have the experience to fully implement every aspect of this proposal. (Please see appendix C for *curriculum vitae*.) Dr. Leslie Burl McLemore, Professor of Political Science at Jackson State University, will serve as the project director. He will be primarily responsible for lending administrative oversight to the project. Dr. McLemore has served as the project director for the Fannie Lou Hamer Institute's summer seminars that have been held in Jackson, Mississippi since 1998. He has been the director of several successfully federally funded and implemented projects for secondary and college teachers during his tenure at Jackson State. Dr. McLemore, former Dean of the Graduate School and founding Chair and Professor of Political Science at Jackson State University, has also served as project director for several Mississippi Humanities Council grants over the years.

Dr. McLemore will be joined by two additional members of The Hamer Institute's founding faculty: Dr. Michelle D. Deardorff and Dr. Jeffrey Kolnick. Dr. Deardorff came to the Jackson State University Department of Political Science as an Associate Professor in 2003 in order to further her involvement in Institute activities. She has worked closely with Dr. McLemore in developing and administering several past NEH programs and other educational humanities events, and has particular expertise in program assessment and curricular review. Dr. Kolnick is an Associate Professor of History at Southwest Minnesota State University. His interest in the intersections of race and class as dynamic forces in shaping American history make him an engaged and engaging scholarly resource. Dr. Tiyi Morris, Assistant Professor of African-American and African Studies at The Ohio State University - Newark will round out the core faculty. She assisted in small group facilitation at the Hamer Institute's 2005 Landmarks Workshop for Community College Faculty, served as a core faculty member for The Hamer Institute's Summer 2006 Workshop for Students, and is currently working on a book about the Mississippi-based civil rights organization, Womanpower Unlimited.

Additionally, Dr. Charles McKinney once again will join The Hamer Institute founders as a core faculty member after his participation in both The Hamer Institute's 2005 and 2008 NEH Landmarks Workshops for Community College Faculty. Dr. McKinney is an Assistant Professor of History at Rhodes College. His research explores the impact of the Southern Civil Rights Movement on American culture, citizenship, and the practice of democracy.

The opening address will be presented by Dr. Robert Moses, Director of The Algebra Project. Due to his popularity as a speaker, and the large honorariums he commands, Dr. Moses' availability is subject to

change depending on his other commitments. If he is unable to present the opening address, Dave Dennis, Director of the Southern Initiative of The Algebra Project has been confirmed to fill in for him. The opening presentation will introduce participants to an overview of the origins and development of the Mississippi Freedom Summer Project. As noted previously, Dr. L.C. Dorsey of the Delta Research and Cultural Institute at Mississippi Valley State University (retired) will deliver the keynote address examining “The Delta as Place.” For the first workshop, Dr. Charles Payne will examine the NAACP’s role in Mississippi and the impact of community organizing on Freedom Summer. Dr. Payne, author of *I’ve Got the Light of Freedom*, a well-respected book on the civil rights movement in Mississippi, also will lecture on the Freedom Vote. Dr. John Dittmer, author of the Bancroft Prize-winning book *Local People*, will present these sessions during the second workshop.

Dr. Alferdeen Harrison of Jackson State University is a widely-published author on black education, African-American history, and Jackson, Mississippi. She will lead a workshop on the effective use of oral history in the classroom. The director of the Institute, Dr. Leslie Burl McLemore, will speak on the formation and development of the Mississippi Freedom Democratic Party. His doctoral dissertation on the MFDP is still one of the few book-length scholarly works on the activities of the party. Core faculty member Dr. Charles McKinney of Rhodes College will lecture on the Memphis Sanitation Workers Strike during our field trip to that historic city. Letters of commitment from key visiting scholars are shown in Appendix D.

The core faculty will lead group work, introduce lecturers, provide continuity throughout the workshops, generally ensure that presentations and discussions emphasize teaching applications, and integrate the readings with the primary documents. They will also conduct small group discussions and curricular projects throughout the workshop. The 5:1 ratio of participants to faculty will help ensure that small group discussions will have adequate guidance to facilitate learning and mastery during the intensive six-day program.

Selection of Participants

Twenty-five participants from a wide variety of backgrounds and school districts will be selected from throughout the country to participate in each workshop. The workshops will be available to community college faculty responsible for teaching introductory American history courses. Workshop staff will make every effort to recruit a group of dynamic and innovative participants. A selection committee composed of the Hamer Institute core faculty will select a group of workshop participants who exemplify regional, ethnic, and gender diversity.

Institutional Contexts

Jackson State University, Rhodes College, and the National Civil Rights Museum have formed a viable inter-institutional linkage that maximizes participant exposure to the landmarks that are accessible through this partnership. By extending the rich resources of each community— a public historically black university, a private historically white college, and an internationally recognized resource center on civil rights—participants will have ample opportunities for intellectual growth.

Jackson State University

Jackson State University (1877) has a mission that requires particular sensitivity to the political, social,

economic, and environmental conditions under which civic culture emerges and is sustained. Through its more than seventy-five BA, BS, Master’s, and PhD, degree programs, Jackson State plays a vital role in animating the triad of teaching, research, and service throughout the local community, state, and nation. Its reach in the social sciences and the humanities is international in scope. Its undergraduate academic programs are unsurpassed, and its reputation for offering select graduate and professional schools is growing. In addition to graduating more minorities in computer science than any other institution in the United States, it is the only HBCU to offer a bachelor’s degree in meteorology, and an accredited master’s and Ph.D. program in marine science. Finally, it is the only HBCU offering doctoral programs in environmental science and public policy and administration. The university’s total enrollment, including both undergraduate and graduate students, is 8,400.

Rhodes College

Rhodes College will partner with Jackson State University. Founded in 1848, Rhodes College is a private, highly selective liberal arts institution with a national reputation for academic excellence. Maintaining one of the largest investments per student (\$261,000) in the nation, Rhodes is ranked as a tier-one college by the *U.S. News and World Report* evaluation of Colleges and Universities.

The college has as its vision to graduate students with a lifelong passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world. To achieve this vision the college maintains four strategic imperatives: to attract and retain a talented, diverse student body; to ensure that faculty and staff have the talent, time and resources to inspire and involve students; to enhance student opportunities for learning in Memphis; and to provide a residential place of learning that inspires integrity and high achievement. As one of very few small colleges of its quality located in a major metropolitan area, Rhodes has a history and commitment to service in the community; over 80 percent of students engage in service to the larger community.

Rhodes also maintains a well-established relationship with the NCRM (students have served as interns, numerous classes visit the Museum each semester, the college has partnered with the Museum for workshops and symposia, etc.). Rhodes will join Jackson State University as hosts by housing participants in its dormitories three of the six nights for each week.

National Civil Rights Museum

In 1991, the NCRM opened on the site of the Lorraine Motel in downtown Memphis, Tennessee. With a special emphasis on the life and death of Dr. Martin Luther King, Jr., the Museum “exists to assist the public in understanding the lessons of the Civil Rights Movement and its impact and influence on the human rights movement worldwide, through its collections, exhibitions, research and educational programs.” Currently occupying four acres of land, the museum is over 40,000 square feet. Its exhibits chronicle the history of civil rights movements from the 1600s to the contemporary world. The facilities currently include a gallery, auditorium, 19 exhibit halls, two multi-purpose rooms, archives, and a library.

Local Arrangements

In Jackson, workshop participants will be housed in the W.E.B. DuBois Honors Dormitory, located

on the main campus of Jackson State University. The workshop sessions will take place in the Dollye M.E. Robinson Liberal Arts Building, also located on JSU's main campus. In Memphis, sessions will be held at the NCRM and on the campus of Rhodes College. Participants will be housed on the campus of Rhodes College. The dormitories that will be used on both campuses were built or renovated within the last ten years. Lodging at both campuses is expected to be \$30 per night. Meals will be available from on-campus dining halls and fast-food restaurants; a wider range of restaurants to suit any personal dietary requirements or preferences is available a short distance from either campus. On both campuses, participants will be able to use libraries, computer labs, athletic facilities and campus parking free of charge.

Outreach and Promotion

Because Jackson State University is an open-enrollment four-year university, it has strong ties with local and regional community colleges and expertise in recruiting students to transfer upon completion of their community college coursework. One example of these relationships is the articulation agreement between Jackson State and Hinds County Community College. State support for a Landmarks program for community college faculty at Jackson State University has been demonstrated through conversations with and letters of support from Dr. Clyde Muse, president of Hinds County Community College in Jackson, Mississippi; Dr. Vivian Presley, president of Coahoma Community College in Clarksdale, Mississippi; and Dr. Eric Clark, executive director of the Mississippi State Board for Community and Junior Colleges (see Appendix D).

The call for participants will be published in a number of national publications familiar to community college faculty, such as *History Matters* of the National Council for History Education, the Organization of American Historians' *Magazine of History*, *The Public Historian*, *P.S.: Political Science and Politics* of the American Political Science Association, and the *Newsletter* for the National Conference of Black Political Scientists. The call for participants will also be posted on a number of H-NET listservs focusing on community college faculty and related topics in American history.

Dissemination and Evaluation

By the end of the workshop, participants will have produced preliminary reports describing the curricular revisions they plan to implement at their institutions in the following academic year. Faculty will have worked in small groups developing curricular plans, and will have shared their anticipated enhancements with the other members of their group. Meetings with core faculty and guest speakers will have aided participants in the development of these plans.

A listserv for the workshop similar to the one we implemented for our 2002 institute will be developed and maintained by Jackson State University and Rhodes College. The listserv will be used for the participants and scholars to communicate with each other, especially for reporting the implementation of their curricular revisions and for receiving evaluations of their developing ideas and pedagogical improvements. This approach has been successful for our 2002 participants. A website (<http://www.jsu.edu/~hamer.institute>) maintained by Jackson State University was launched in 2004 to share available resources (e.g., landmark descriptions and photographs, lesson plans) and links that participants suggest would be helpful in the future

development and expansion of the curriculum in their home institutions. We will encourage participants to hold curricular institutes at their home colleges and to submit articles to such journals as *The History Teacher*, *The OAH Magazine of History*, *The Public Historian*, *Perspectives*, and *Social Education* to report the results of their curricular innovations. Evaluation of the summer institute will be conducted according to NEH-established guidelines.

Conclusion

The proposed workshop will expand participants' knowledge and appreciation of numerous historical landmarks where common citizens did uncommon things. The curriculum we teach starts with the notion that democracy is an unfinished project and that all Americans have a role to play in furthering its course. We demonstrate this by examining moments in American history in which average citizens united and expanded democracy for all people. We teach this material through an active learning pedagogy in which the values of citizenship are explored in institutional settings from the classroom to the family.

As demonstrated by the feedback received from community college faculty who participated in the 2005 version of this workshop, it is a highly rewarding experience both personally and professionally. The week-long program equips and prepares educators to invigorate their classrooms, bringing contemporary scholarship, real-world encounters with many of the people and places described therein, and a variety of historical resources to the classroom, thereby bringing history alive for their students.

SYLLABUS

Landmarks of American Democracy: From Freedom Summer to the Memphis Sanitation Workers' Strike

SUNDAY june 14 & 21

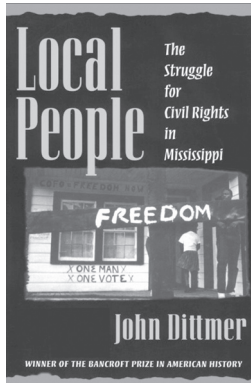
Noon - 5 pm Arrive at Jackson State University; check in at W.E.B. DuBois Honors Dormitory

6 - 7:30 pm Welcome Reception at Smith Robertson Museum, hosted by The Hamer Institute and NEH Landmark Workshop Faculty (vans depart from dormitory at 5:45 pm)

Keynote Address: "The Origins & Development of the Freedom Summer Project"
Week 1: David Dennis, Director, The Southern Initiative of the Algebra Project
Week 2: Dr. Robert Moses, Director, The Algebra Project

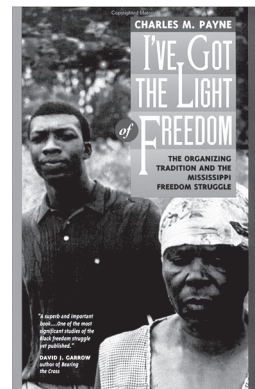
All workshop sessions meet in the Dollye M.E. Robinson Liberal Arts Building unless otherwise noted.

All participants should have read the following books prior to the workshop:

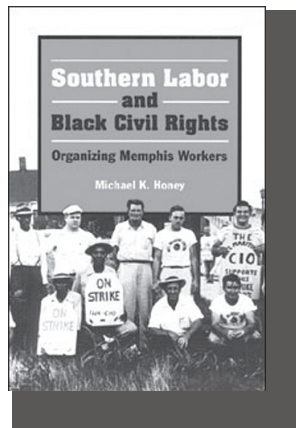


Local People: The Struggle for Civil Rights in Mississippi by John Dittmer

I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle by Charles Payne



*Southern Labor and Black Civil Rights:
Organizing Memphis Workers* by Michael Honey



MONDAY june 15 & 22

- 9 - 9:30 am Greetings from Dr. Dollye M.E. Robinson, Dean of the School of Liberal Arts, Jackson State University
Introductions and General Orientation—Hamer Institute Faculty
- 9:30 - 10:30 am *Musical Selection: "This Little Light of Mine"*
Keynote Address: "Mississippi Delta as Place"
Dr. L. C. Dorsey, Delta Research and Cultural Institute, Mississippi Valley State University
Born, raised, and shaped by the Delta, Dr. L.C. Dorsey is the Associate Director of the Delta Research and Cultural Institute, located at Mississippi Valley State University. A scholar of the region, Dr. Dorsey will explore the importance of the Delta in the narrative of the Civil Rights Movement in Mississippi.
- 10:30 - noon **An Introduction to Oral History Methodology:**
Dr. Alferdteen Harrison, Director (Emeritus) of the Margaret Walker Alexander National Research Center
- Noon - 1:30 pm **Luncheon Address: "From Freedom Summer to the Memphis Sanitation Workers' Strike"**
Hamer Institute Faculty
Readings: Dittmer, chapters 1-8; Payne, chapters introduction, 1-4.
- 2:00 - 3:30 pm **Lecture: "The Freedom Vote and the 1964 Summer Project"**
Week I: Dr. Charles Payne, Department of Sociology, University of Chicago
Week II: Dr. John Dittmer, DePauw University, Department of History
The 1963 Freedom Vote campaign helped to lay the foundation for the founding of the Mississippi Freedom Democratic Party (MFDP). The Freedom Vote was conceived as a strategy to energize the Black vote in Mississippi and to demonstrate to the nation that if African Americans had the right to vote in Mississippi, they would welcome the opportunity to do so. The state-wide mock election was held in November of 1963 and nearly 90,000 African-Americans voted in the election. Aaron Henry ran for Governor and Rev. Edwin King ran for Lieutenant Governor on the freedom ballot. The Freedom Vote campaign was the pilot project that demonstrated that college students from across the country would come to Mississippi to aid the oppressed black citizens of the state.
Readings: Dittmer, chapters 7-10; Payne, chapters 5-10.
- 3:30 - 4:30 pm Small group discussion and primary document work
- 5:30 - 7:30 pm **Tour of Jackson, Mississippi Civil Rights Sites**
Vans will leave from the Liberal Arts Building parking lot.

We will visit the Masonic Temple (birthplace of the Freedom Democratic Party), the Council of Federated Organizations building (the state-wide headquarters of Freedom Summer), and Pratt Memorial United Methodist Church and Parsonage (meeting sites during Freedom Summer).

From the Jackson State University area, the tour will proceed to the north side of Jackson for a visit to Tougaloo University, the site of major civil rights activities from the 1950s through the 1970s. Next, the tour will visit Medgar Evers' home and museum, followed by the gravesite of Aaron Henry. The final stops on the tour will be in downtown Jackson, where the group will visit 507 1/2 Farish Street (the offices of the Lawyers' Committee, Medgar Evers, and the Mississippi Freedom Democratic Party), Farish Street Baptist Church and Central United Methodist Church (sites of frequent mass meetings during Freedom Summer), and the Alamo Theater (a center of African-American entertainment and culture from the 1940s through the 1960s).

TUESDAY june 16 & 23

- 9 - 10:30 am *Musical Selection: "Wade in the Water"*
Oral History Panel moderated by *Dr. Leslie Burl McLemore, The Hamer Institute*
 Civil rights movement activists will discuss their personal memories and recollections.
 Mr. Rims Barber, on the impact of the McComb project on the development of Freedom Summer
 Judge Mamie Chinn, on the impact of women participants on Freedom Summer
 Mr. Charlie Cobb, on the establishment of Freedom Schools and how they were a significant part of Freedom Summer
 Mr. Hollis Watkins, on the Freedom Vote campaign and the role of youth
- 10:30 am - noon **Lecture: "Organizing Freedom Summer, Creating Freedom Schools"**
Week I: Dr. Charles Payne, Department of Sociology, University of Chicago
Week II: Dr. John Dittmer, DePauw University, Department of History
 The decision to begin Freedom Summer was preceded by great debate and followed by many challenges. The idea of bringing in hundreds of white supporters from the north into Mississippi for one intensive summer campaign of voter registration made many veteran civil rights activist apprehensive. On the one hand, Freedom Summer would certainly add much needed notoriety to the Mississippi movement, but it might also lead to problems. Who would pick up the pieces for the changes wrought by the program after the volunteers left? How would white volunteers be trained to work in a black led movement? What would happen when people started dying? After much heated debate, the project was begun. One key aspect of the Freedom Summer experience analyzed in this session will be the establishment, staffing, and curriculum of the Freedom Schools. These schools were designed to provide the skills necessary to register to vote and promote citizenship while introducing students to the history of the African American experience.
- Noon - 1:30 pm Lunch on your own
- 2:00 - 3:30 pm **Lecture: "The Mississippi Freedom Democratic Party"**
Dr. Leslie Burl McLemore, Department of Political Science, Jackson State University
 The Mississippi Freedom Democratic Party (MFDP) was the political component of the 1964 Mississippi Summer Project (Freedom Summer). The MFDP, organized in April of 1964, provided the citizens of Mississippi its first open political party since Reconstruction. The MFDP was a parallel political party to the regular segregated white Democratic Party in Mississippi. The Freedom Democrats made remarkable gains by encouraging African Americans to become more actively involved in the state's political system. The MFDP helped to make the practice of citizenship a reality in Mississippi. The work of the MFDP is surely one of the major landmarks in the twenty-first century. The structure where the MFDP was established and the building that housed the MFDP still stands in Jackson, Mississippi.
- Readings: Dittmer, chapters 11-15; Payne, chapters 11-13.*
- 3:45 - 5:30 pm Small group discussion and primary document work
- 6:00 pm Dinner on your own
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WEDNESDAY j u n e 1 7 & 2 4

- 7:00 am *Musical Selection: "What Side Are You On?"*
Videotapes: "Freedom on My Mind" and "Never Turn Back"
Field Trip to Memphis, Tennessee via the Delta
 The tour bus departs from the Liberal Arts Building parking lot. In transit to Memphis, we will tour and visit with Civil Rights veterans in Greenwood, Ruleville, and Clarksdale, Mississippi. In Greenwood, the group will learn about the Freedom Summer activities based in that city. Dr. Jeff Kolnick will describe the role of Jennings Temple C.M.E. Church, where mass meetings were held in the 1960s. Jennings Temple was also the site of several Mississippi Freedom Democratic Party gatherings in 1964. Next the group will visit the Elks Lodge, which hosted the first two SNCC meetings led by Sam Block. The group will also view Friendship Baptist Church, which served as the COFO headquarters after 1963; First Christian Church, home of many SNCC mass meetings; the SNCC office site, and Wesley United Methodist Church, which played a major role in the 1963 Greenwood protest and served as the major location for the distribution of clothes and food to local people during the 1963 boycott of Greenwood merchants. Wesley was also the venue for mass meetings and rallies for the MFDP. The tour also includes the LeFlore County Courthouse—the site where many African Americans were registered to vote in the 1960s.
- 9:00 am
 arrive in
 Greenwood
- 11:00 am The Ruleville tour features a visit to the homesites of Fannie Lou Hamer. We will meet with Charles McLaurin of the Sunflower/Ruleville Black Historical Society, who will lead us on a tour of the Fannie Lou Hamer Multi-Purpose Complex and the Fannie Lou Hamer Memorial Park. We will also view Williams Chapel (Mrs. Hamer's home church), and the Hamer Early Childhood Center, and conclude with a visit to the gravesites of Mrs. Hamer and her husband Perry "Pap" Hamer.
- 1:15 pm In Clarksdale, our first stop will be the Ground Zero Blues Cafe, where we will enjoy a southern-style plate lunch before proceeding across the street for a visit to the Delta Blues Museum. From there, Dr. Michelle Deardorff will lead participants in a tour of historical sites, including the former location of Dr. Henry's Fourth Street Drug Store, a key meeting place for local Civil Rights leaders in Clarksdale. We will retrace "The Freedom March," which started at the Fourth Street Drug Store, proceeded west on Martin Luther King Drive to Yazoo Street, then down East Second Street to the Coahoma County Courthouse on First Street. Next, we will tour Haven United Methodist Church, the home church of Dr. Henry and his wife, Noelle, and daughter, Rebecca. The church was also the venue for local NAACP chapter meetings. Dr. Martin Luther King, Wyatt Tee Walker, Andrew Young, John Lewis, Fannie Lou Hamer and many other Civil Rights leaders spoke at Haven. Next, we will visit Aaron Henry's campaign headquarters and the former NAACP office. The tour will also take us to other churches where mass meetings were held in the 1960s: Kings Temple Church and Chapel Hill Church. The tour will conclude with a visit to Aaron Henry's homesite.
Readings: Dittmer, chapters 16-18; Payne, chapters 14-epilogue
- 6:30 pm Arrive at Rhodes College in Memphis; take tour bus to Beale Street for dinner
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THURSDAY j u n e 1 8 & 2 5

- 8:30 am Tour bus departs Rhodes College for the National Civil Rights Museum
- 9 - 10:30 am *Musical Selection: "Ain't Gonna Let Nobody Turn Me Around"*
Lecture: "African-American Women in Memphis, Tennessee"
Dr. Tiyi Morris, Department of History, The Ohio State University - Newark
 Dr. Morris will analyze and discuss the role of women in the Memphis Freedom Struggle. She will look at the linkage(s) between women's involvement in Freedom Summer and their support and leadership in the Memphis Sanitation Workers Strike.
- 10:30 am - noon **Lecture: "Memphis, Tennessee and the Confluence of Labor and Civil Rights: The Sanitation Workers' Strike"**
Dr. Charles McKinney, Department of History, Rhodes College
 This presentation will examine the confluence of labor and black Civil Rights and how these twin elements of the modern-day social movement led to the successful sanitation workers' strike.
Readings: Honey, chapters 1-5
- Noon - 1:30 pm Lunch on your own
- 1:30 - 2:45 pm Small group discussion and primary document work
- 3:00 - 5:00 pm **Memphis Civil Rights Landmarks Tour**
 Dr. Charles McKinney will begin this tour at the *Tri-State Defender* office a stone's throw from the NCRM. The *Defender* has been the primary media voice—the "eyes and ears" for African-Americans in the mid-south since its founding in 1951. Next, the group will visit Clayborn Temple, where Dr. Martin Luther King, Jr. often spoke and where numerous civil rights meetings were held. The tour will proceed to Beale Street Baptist Church (one of the oldest African American congregations in Memphis) the W.C. Handy House (the original home of "The Father of the Blues"), and Mason Temple, where Dr. King gave his famous "I've Been to the Mountaintop" speech on the evening of April 3, 1968. It would be his last public appearance before his death the next day.
 Next the tour will visit two important Memphis cemeteries: Elmwood and Zion Christian. Elmwood was initially a segregated white cemetery, and Zion Christian is a forgotten landmark that represents the transition from slavery to freedom and independence for black Memphians. Zion Christian Cemetery is the resting place for several generations of blacks who laid the foundation for tangible change in political and social mores in the city; approximately 22,000 former slaves and free(wo)men were buried here from 1870-1922.
- 5:00 pm Tour bus returns to Rhodes College
- 6:00 - 7:00 pm President's Reception at Rhodes College
- 7:15 pm Tour bus departs for Beale Street
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FRIDAY june 19 & 26

- 9:00 - 10:30 am *Musical Selection: "We Shall Overcome"*
Lecture: "African-Americans and Activism in Memphis, Tennessee"
Dr. Charles McKinney, Department of History, Rhodes College
 The lecture will examine the nature of activism in Memphis and its impact on the city's black community. In addition, the presentation will place the historically significant events in Memphis within the context of the national Freedom Movement and the events of the 1964 Summer Project.
- 10:30 am - noon **National Civil Rights Museum — Oral History Panel**
"The Memphis Sanitation Workers' Strike and the National Civil Rights Movement"
Moderated by Dr. Russell Wigginton, V.P. of Community Relations, Rhodes College
- Rev. Billy Kyles, eyewitness to Dr. King's assassination and founding board member of OPERATION PUSH
 Dr. James Lanier, Professor of History, Rhodes College
 Mrs. Maxine Smith, Freedom Award recipient, former executive secretary of local NAACP
 Dr. Vasco Smith, who helped desegregate public libraries and public schools
 Judge Russell B. Sugarmon, Jr., prominent Memphis citizen and politician
- Readings: Honey, chapters 6-end*
- Noon - 1:30 pm Lunch at the National Civil Rights Museum
- 1:30 pm **Tour of the National Civil Rights Museum**
 To tour the National Civil Rights Museum, attendees will be broken into small groups. Core faculty members and experienced museum guides will provide appropriate commentary as the participants tour the museum. Special attention will be paid to activities related directly to Freedom Summer and the Memphis Sanitation Workers Strike.
- 4:00 pm Group presentations and reports
- 6:00 pm Workshop adjourns to Beale Street
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SATURDAY july 20 & 27

- 8:00 am Tour bus departs from Rhodes College in Memphis
- 12:00 pm Tour bus arrives at Jackson State University
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