



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Initiatives at Historically Black Colleges and Universities application guidelines at http://www.neh.gov/grants/guidelines/HI_HBCU.html for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Albany, Georgia: Gateway to the National Civil Rights Struggle
Institution: Albany State University
Project Director: Marva Banks
Grant Program: Humanities Initiatives at Historically Black Colleges and Universities

THE ALBANY, GEORGIA CIVIL RIGHTS MOVEMENT: GATEWAY TO THE NATIONAL CIVIL RIGHTS STRUGGLE

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NEH GRANT PROPOSAL -- ALBANY STATE UNIVERSITY
The Albany, Georgia Civil Rights Movement: Gateway to the National Civil Rights
Struggle in America

If ever there was a watershed period in Southwest Georgia history, the Albany Movement from 1961-1963 was that strategically pivotal event. In effect, the Albany Movement transfixed national attention on Albany, Georgia and laid the philosophical groundwork for the historic March on Washington for jobs and freedom. Inspired by the success of the Montgomery, Alabama bus boycott, the Albany Movement was organized to end discrimination in all segments of the local community. High school students from the city's segregated schools, students from the historically black Albany State College, poor people from the local community and farmers in surrounding counties were the most visible participants. They marched in picket lines, conducted sit-ins and voter registration, risked expulsion from school, lost jobs and endured beatings and starvations in local jails.

Our Albany State University (ASU) project, a Summer Humanities Bridge Program, will incorporate the Albany Movement and will have a three-fold focus: (1) improving the critical reading, writing and communication skills of a select group of "at-risk" high school students from Dougherty and nearby counties, (2) engaging the students in the exploration of Civil Rights texts, music, art and other resources of the Civil Rights Movement, and (3) involving the students in the collection of oral history interviews of living participants in the Albany Movement. The Albany Movement and other Civil Rights struggles have generated significant literature, music and art that reflect important themes in our culture and document historical events with which Albany and Southwest Georgia students should be acquainted. Thus, our Summer Humanities Bridge Program will recruit and select 25 "at-risk" ("C") students to participate in a six-week compensatory education program from June through July each summer for two years. In the first half of the program during the mornings, there will be an intensive focus on improving students' communication skills through instruction in literature and composition courses, and the second half of the program in the afternoons will provide opportunities for the students to apply their skills in multi-faceted activities in the Civil Rights Resource Seminar, Technology Session and Oral Communication Session.

In addition to its academic focus, the bridge program will engage students in community connected activities. Students will be trained to conduct oral history interviews and will actually record interviews with local Civil Rights icons. The recorded interviews will be added to the collections of the Albany Civil Rights Institute and the ASU Library. The students will also visit historical sites in Albany, Montgomery and Atlanta. From the local Albany Movement to the national Civil Rights struggle, the ASU bridge program will engage, challenge and motivate students to improve their communication skills and connect with a seminal part of their history.

Rationale for the Project

Located 180 miles south of Atlanta, Georgia, 90 miles north of Tallahassee, Florida and 150 miles east of Montgomery, Alabama, Albany, Georgia was founded in 1836 and is nestled on the banks of the Flint River in the extreme southwest corner of the state. The hub city of Southwest Georgia, it is also the tenth largest city in Georgia and the industrial-trade and distribution center of the region. In the past several decades, Albany has developed a strong industrial base, and the city's population has grown to more than 120,000 (MSA) in Albany-Dougherty County. As in most Southern cities, too, the political landscape has changed and African Americans are now involved in the sharing of political power in the city. Just as **emancipation** was the central pivotal event in nineteenth century Albany, the **Albany Movement (1961-1963)** is the major catalyst in the city's history in the twentieth century; and Albany is now a far cry from the time when the Albany Movement enveloped it in the 1960s.

According to most accounts, the Albany Movement began in the fall of 1961 and ended in 1963 and was the first mass Civil Rights Movement in the modern era to have as its goal the desegregation of an entire community. Fortuitously, in November, 1961, Albany benefited from the convergence of many of the local protest efforts with those of three young Student Nonviolent Coordinating Committee (SNCC) workers – Charles Sherrod, Cordell Reagon and Charles Jones – who came to Albany to conduct a voter registration drive. Prior to the arrival of SNCC, Albany's African American citizens had tried but mounted little protest against the injustices they suffered; however, they were very dissatisfied with the City Commission's refusal to respond to the community's grievances. To change the climate, SNCC workers led workshops on nonviolent tactics for Albany residents in anticipation of a showdown with the

local police. Concurrently, on November 1, 1961, the Interstate Commerce Commission's (ICC) ban on racial discrimination in interstate bus terminals became effective, providing an opportune time for SNCC to challenge segregation polices in Albany. Thus, the SNCC workers selected and sent nine students from Albany State College (now University) to conduct a sit-in at the local bus station.

Although none of the nine students were arrested, it was their sit-in that inspired local black leaders to found the Albany Movement. From the very beginning, SNCC and the Albany Movement participants faced stern opposition; but the major black organizations – the NAACP, Ministerial Alliance, Federation of Women's Clubs and the Negro Voters League – banded together to conduct a broad based campaign to challenge all forms of discrimination and segregation. William G. Anderson, a local doctor, and Slater King, a realtor, were elected as the President and Vice President of the Albany Movement respectively. Mass meetings were called, protestors marched, and by the end of December, 1961, more than 500 demonstrators had been arrested.

The leaders of the Albany Movement decided to summon Martin Luther King, Jr. to Albany to spur the Movement and bring greater national attention to their cause. King arrived in Albany on December 15, 1961, spoke at several mass meetings at the Shiloh and Mount Zion Baptist Churches, marched the next day and was arrested and jailed. As Albany Movement President Anderson had surmised, King's involvement attracted national media attention and inspired more black citizens to join the protests; and the impact of King's presence in Albany did not go unnoticed. Soon after King's arrest, city officials and Albany Movement leaders reached an agreement: if King would leave Albany, the city would comply with the ICC ruling and release

the jailed protestors on bail. Following King's departure from Albany, of course, the city failed to enforce the agreement, which it really never intended to do.

In the Albany Movement campaign, protestors used and honed various methods of nonviolence, including mass demonstrations, jail-ins, sit-ins, boycotts and litigation. Without question, however, one of the most prominent and memorable aspects of the Albany Civil Rights Movement -- also a central catalyst for its longevity -- was the religious commitment at the core of the protests. As the Albany protesters fine-tuned their strategies for confronting police in their meetings, they also sang spirituals and hymns, then called freedom songs, to affirm their faith and shore up their courage. Their singing and praying were just as important as their marching and going to jail; and local youth who later became members of the Freedom Singers -- Rutha Harris, Bernice Johnson Reagon and Cordell Reagon -- were featured at the mass meetings to inspire and empower the crowds. Out of Albany emerged the SNCC Freedom Singers, including Albany native Bernice Johnson Reagon, who brought the rich musical tradition, borrowed from the rural Baptist church, to other communities around the nation and continues it today with the group Sweet Honey and the Rock. The ultimate goal of the Albany Movement was to end all forms of racial discrimination in the city by focusing initially on desegregating travel facilities, forming a permanent biracial committee to discuss further desegregation efforts and working for the release of citizens jailed in the segregation protests.

A seminal period in the history of Albany and Dougherty County, Georgia, the Albany Civil Rights Movement has always been inextricably linked to Albany State University (then Albany State College). From the beginning, Albany State University students served on the front line of

Student Nonviolent Coordinating Committee (SNCC) activities; and University faculty and staff played a major role in organizing and supporting the Movement. Since the 1960s, Albany State University has been perhaps the most persistent agent in preserving the history and artifacts of the Albany Movement. Dr. Lois B. Hollis, a former Professor of Political Science at the University, initiated the first large scale efforts to collect the oral history of the Movement, depositing the data in the University's James Pendergrast Library. Alumna Mary F. Jenkins has published a pictorial history of the Albany Movement called *Open Dem Cells*; former University Professor of History, Dr. Lee Formwalt, is Director of the Albany Civil Rights Institute; and past and current Freedom Singers are University alumni. Currently, in conjunction with the 50th Anniversary of the Albany Movement, Albany State University is planning a Redemption Celebration for those students who sacrificed their education to participate and were expelled because they participated in the Movement. At its Fall Commencement, 2011, the University will recognize those students by awarding them honorary degrees, and one of the students, Dr. Bernice Johnson Reagon, will give the Commencement Address.

Since the Albany Movement in the 1960s, the city of Albany and Dougherty County have developed a positive embrace of the Albany Movement. Not only has the city funded the construction of the Albany Civil Rights Institute; it also continues to fund staff for the Institute. Albany also holds an annual citywide Martin Luther King, Jr. Celebration supported by local citizens, businesses and industries. During this period, too, Albany has also developed physically as a city, attaining MSA designation; and the city has developed a diversified industrial economy with major companies, i.e., Coats and Clark, Procter and Gamble, Miller Brewery, M&M Mars and the Marine Corp Logistics Base (MCLB). Despite its remarkable

physical growth, however, Albany unfortunately lags behind in its educational, social and cultural development. Perhaps the most conspicuous underdevelopments are the illiteracy rate and the social ills that retard youth development and progress, including acute illiteracy problems (26% lack high school education), high unemployment (beyond 14% for African Americans), startling rise in the percentage of teenage pregnancy, increasing numbers of female headed households (54% plus), abiding poverty (36% of youth live in poverty), increasing school dropout rates and abnormal failures in kindergarten. Such resonating realities weigh heavily on the lives of the youth in Albany and are evident in the profiles of public schools of Dougherty County.

The schools in Southwest Georgia, Albany included, are also underperforming. In addition to the Dougherty County school population (4,117), other counties in the immediate ASU service area and their school populations are Mitchell (432) Terrell (385) and Worth (1031). Collectively, these schools serve almost 6,000 students, but the average graduation rate is 68.5% compared to a national average of 78.9%. The four high schools in Albany enroll almost 3,000 students with a majority African American population: Albany High (84%), Dougherty High (94%), Monroe High (98%) and Westover (77%); and these schools enroll economically disadvantaged students at the rates of 75%, 84%, 89% and 54% respectively. Only one of the high schools, Westover, made Average Yearly Progress (AYP) during the previous year.

Further, the number of high school students in Dougherty County and nearby counties who qualify as underserved and who are academically underprepared for college is tremendously high and quite troubling. A significant number of these students apply to Albany State University but are not accepted because they do not meet the minimum requirements due in

large part to poor performance in English and literature and low reading, writing and verbal scores on entrance exams. Many of these students who are accepted unfortunately also find that their languages skills are inadequate for the rigors of the college curriculum. Since it has an extremely successful record of effective compensatory education programs, Albany State University believes that it can make a difference in the lives of these students and improve their college participation. Thus, to improve the academic profiles and the lives some students in Dougherty and other nearby counties, Albany State University proposes to establish and conduct a two-year Summer Humanities Bridge Program to help “at-risk” students stay in school and graduate with the Humanities skills needed to pursue college degrees.

Content and Design

Today, the humanities still matter, but unfortunately, we educators continue to grapple with the question of the relevance of the humanities in the lives of our students. Despite the advancements in digital humanities, there is still a need to achieve a balance between actual text analysis and rhetorical analysis in humanities instruction to prepare students for the kind of writing required in college; and students need to interact with various kinds of texts and improve their cultural, cognitive, linguistics and affective proximity to texts. Further, two important goals of humanities education are students’ achievement textual power – text based acts of reading, interpreting and critical analysis, and personal literacy – effective attributes in interaction with texts – and these are critical in the acquisition of communication skills. With the goals of improving the humanities skills of students and designing teaching-learning activities with a focus on the Albany Civil Rights Movement, Albany State University will use the Albany Movement as a frame to expand students’ understanding of their local history and

develop their reading, writing, critical thinking, listening and speaking skills. The University will conduct a two-year Summer Humanities Bridge Program for underperforming 10th and 11th grade students from Dougherty and nearby counties. The bridge program will be a multi-faceted, six-week compensatory program for twenty-five high school students performing at the "C" (2.00-2.49) level in high school. To improve the humanities skills of the students selected for the program, the ASU Department of English, Modern Languages and Mass Communication has the following goals and objectives: (1) assist students in preparing for and passing the Georgia High School Writing Test, (2) develop students' critical reading and writing skills via a literature based humanities program, (3) develop students' oral communication and presentation skills, (4) ensure that students know how to use technology in academic settings and in independent research, (5) help students learn and practice professionalism, (6) ensure that students learn how to work successfully in groups, and (7) teach students the skills of oral history and action research. The ASU bridge program will consist of the following components:

- (1) A core literature based course which incorporates reading, critical analysis and discussion of texts related to the themes of the Civil Rights struggle and a writing course that engages students in various kinds of writing discourse, including ample practice in prewriting, writing, rewriting and editing.
- (2) A Civil Rights Resource Seminar which focuses on students' interaction with local icons of the Albany Movement, acquisition of oral history research skills and conduct and recording of oral history interviews with participants in the Albany Movement.
- (3) A technology session designed to improve students' ability to use technology in academic settings and in independent research.
- (4) An oral communication component aimed at improving students' communication skills through their acquisition of variety in their oral skills repertoire and enhancing their presentation skills.

The Summer Humanities Bridge Program will meet five days a week for the six-week period from 8:30 a.m. to 5:00 p.m. Participating students will receive a lump sum stipend of \$500 at the end of the program for their **successful** completion of the program.

Institutional Context

Albany State University (ASU), a historically black institution, has served the cultural, educational and economic needs of Southwest Georgia since its founding in 1903, and it has been and continues to be a driving force in the story of the Albany Movement. One of the goals of the ASU Strategic Plan is improving Southwest Georgia “through collaborative relationships with businesses and other community constituents, and [developing] research and educational innovations to address issues and problems in the region”; thus, the University is currently developing a Civil Rights Studies Program. Additionally, the ASU Mission includes the following:

- Providing quality educational experiences for under served populations of the region, state and nation.
- Improving the quality of life of African American males via educational, research, intervention and service programs coordinated through the Center for the African American Male. (CAAM).

Thus, our Summer Humanities Bridge Program seeks to address the ASU Mission. Recent demographic data reveal that nearly 25% of the more than 4,300 students enrolled at ASU still come from the Albany/Dougherty County area, illustrating the importance of the University to the surrounding region. The proposed Summer Humanities Bridge Program will support the University’s Strategic Plan and Mission by offering a structured program to meet the needs of the underserved and underdeveloped local youth. Additionally, this fall will mark the 50th Anniversary of the 1961-63 Albany Movement, a collective protest against Jim Crow laws that laid the foundation for subsequent demonstrations in the South and throughout the nation; and many ASU alumni helped launch the Albany Movement while other activists joined students at Albany State College (as it was known at the time) to advance the cause of Civil Rights. Rev. Charles M. Sherrod, an Instructor of History and Political Science at ASU, was a

leader of the Student Nonviolent Coordinating Committee (SNCC) who helped lead the charge against segregation laws and policies in the city. Bernice Johnson Reagon, a former student at Albany State College and member of Sweet Honey in the Rock, played a role in the Movement as one of the original "Freedom Singers." Annette Jones White was Miss Albany State College in 1961-62 and was arrested and expelled from the school for her part in the Movement.

The proposed Summer Bridge Program at ASU will coincide with the golden anniversary of the Albany Movement, allowing students to read about the historical events and interact with Albany community leaders who have studied and/or participated in the original protests. These individuals and many others are valuable resources within the Albany State "family" who can contribute their expertise to the Summer Humanities Bridge Program. The program will also incorporate the Civil Rights resources of the Albany Civil Rights Institute and the ASU Library.

Projected Outcomes

The overall goal of the Summer Humanities Bridge Program is to provide a challenging, effective and product-oriented compensatory education program that significantly improves the humanities skills of underperforming students who are at risk of dropping out of high school before earning a diploma or have the potential to resort to crime to support themselves or their families. The conduct of the bridge program projects several significant outcomes:

- (1) Students participating in the program will improve their critical reading and writing skills significantly as measured by pre and post tests and video recordings.
- (2) The bridge program will acquaint students with a number the Civil Rights resources in Albany, i.e., participants in the movement, Civil Rights Institute and materials housed in the ASU Library.
- (3) The bridge program will engage students in collecting, recording, analyzing and classifying oral history interviews in written, videotaped and electronic formats, which will be added to the University's Civil Rights materials.
- (4) The bridge program will increase the college participation of a select group of Dougherty County high school students with the result of at least 50% enrolling in college.

Staff and Participants

Dr. Marva O. Banks is the PI of the program and specializes in African American, African and Caribbean literature. She is Professor of English and former Director of the ASU Undergraduate Research Center. She will teach the Humanities course.

Mark Hankerson, a specialist in writing, is the Director of the Writing Lab and will serve as Coordinator of the Technology Session.

Professor Kimberly Harper is the co-PI of the program and Assistant Professor of English. A writing specialist at the University, she is ABD in the Professional Writing Program at Wake Forest University and will teach the writing course.

Dr. Devona Mallory is Assistant Professor of English, specializing in literature and women's studies. She is the Coordinator of the Oral Communication Session.

Dr. Brian McAllister, Assistant Professor of English, will serve as the Coordinator of the Civil Rights Resource Seminar.

Dr. Raquel Henry, a Visiting Civil Rights Fellow at Albany State University and an oral historian, will provide oral history training for the bridge program students.

Dr. James L. Hill is the Chair of the Department of English, Modern Languages and Mass Communication and a former director of summer humanities programs for high school students. He will serve as an external evaluator for the program.

Evaluation

Evaluation of the Summer Humanities Bridge Program will involve the following internal and external measures:

- (1) Conduct of pre and post assessments of the skill development of the student participants using the Nelson Denny Reading Test, writing samples and the High School Writing Test.
- (2) Contracting the University's oral historian to evaluate the oral history interviews collected by the students in the program.
- (3) Engaging project staff to provide individual written assessments of the bridge program.
- (4) Conducting pre and post assessments of the students' knowledge of texts on the Civil Rights Movement, and assessment of students' post-participation progress through follow-up of their academic performance during the following school year.
- (5) Achievement of 50% of the students in the bridge program enrolling in college as eligible.
- (6) Assessment of the program by an external evaluator.

APPENDIX 1
Civil Rights Bibliography for Bridge Program

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Appendix 2
ASU Summer Humanities Bridge Program
Work Plan, Activities and Reading List
10th and 11th Grade Students
(Six Weeks)
June 4 – July 13, 2012
June 3 – July 12, 2013

I. Bridge Program Structure

Daily Schedule Monday – Friday

Time	Activity
8:30 am – 10:00 am	Humanities Course (Literature Based)
10:15 am – 11:45 am	Critical Reading/Writing Course
12:00 pm – 1:30 pm	Lunch
1:30 pm – 2:30 pm	Civil Rights Resource Seminar
2:45 pm – 3:45 pm	Oral Communication Session (Readings, Dramatic Interpretation, Monologues, etc.)
4:00 pm – 5:00 pm	Technology Session

II. Other Activities

- A. Student will visit the Civil Rights Institute, Greyhound Bus Station, Freedom Alley, Shiloh Baptist Church and Mount Zion Baptist Church in Albany.
- B. Student will trace the actual route Albany State College and community protesters followed.
- C. Students will visit other Albany Movement landmarks – Harlem District and homes of leaders of protests.
- D. Students will visit Civil Rights sites in Montgomery, Alabama, Selma, Alabama and Atlanta, Georgia.

III. Reading List

ASU BRIDGE PROGRAM READING LIST

The Color Line in America

Chestnut, Charles Waddell. "What is a White Man?"

Cullen, Countee. "Incident" and "For a Lady I know."

Johnson, James Weldon. A selection from *The Autobiography of an Ex-Colored Man*.

Holiday, Billie. "Strange Fruit." Music and Lyrics by Abel Meeropol

McKay, Claude. "The Lynching."

Segregation and Jim Crow

Hughes, Langston. "Dream Boogie" and "Harlem"

McKay, Claude. "White House"

Hansberry, Lorraine. *A Raisin in the Sun*.

Wright, Richard. "The Ethics of Living Jim Crow." From *Uncle Tom's Children*

Education as Empowerment

Douglass, Frederick. Chapters 6 and 7 (Learning to Write) of *Narrative of the Life of Frederick Douglass*.

Fisher, Rudolph. Chapter III "Learnin'" from *Vestiges: Harlem Sketches*

Gaines, Ernest J. Chapter 5 (in the school room) of *A Lesson Before Dying*

Parks, Gordon. Selection from *The Learning Tree*

Brooks, Gwendolyn. "We Real Cool."

Activism and Self-Empowerment

Angelou, Maya. "Alone" and "Million Man March Poem."

Cullen, Countee. "Tableau"

King Jr, Martin Luther. "I Have a Dream."

Angelou, Maya. "Still I Rise."

Henley, William Ernest. "Invictus."

Frost, Robert. "The Road Not Taken."

Anthony Grooms, Stories from *Trouble No More*

Tagore, Rabindranath. [Where the mind is without fear and the head is held high] from *Gitanjali*

The Importance of Heritage

Tan, Amy. "Half and Half."

Walker, Alice. "Everyday Use."

Appendix 6

Institutional Profile: Albany State University

Located in Albany, Georgia, the industrial trade and distribution center of Southwest Georgia, Albany State University (ASU) is a four-year public institution within the University System of Georgia. It was founded in 1903 with the mission of providing academic training for black youths of Southwest Georgia but now offers educational programs for students of all ethnic backgrounds. Albany State University became a state-supported institution in 1917 and a member of the University System of Georgia in 1932.

From 1943 to 1970, Albany State University operated primarily as a teacher education institution, with the perspective of maintaining a flexible character amidst the technological and social changes occurring in our society. In most recent years, however, the institution has broadened its emphasis, becoming a multifaceted institution which seeks to meet the educational needs of our contemporary society. Albany State University, too, has won many seals of approval. It is accredited by the Southern Association of Colleges and Schools, the Association of Collegiate Business Schools and Programs, National League of Nursing and National Council for Accreditation of Teacher Education; and it holds institutional membership in numerous professional and national organizations. Its contributions to education in the Albany-Southwest Georgia community have led to its national recognition, and it has placed some of its graduates in the leading schools of the nation. In Southwest Georgia, it is the hub of educational, cultural and community activities.

Currently, Albany State University has an enrollment of 3,550 students, and it has 145 full-time teaching faculty, with 65% holding terminal degrees. It is organized in four academic

colleges, offers more than 40 degree programs on the undergraduate level and provides graduate study in several disciplines. Although the institution continues to maintain a teacher education emphasis, many of its students are now pursuing careers in a variety of non-tradition fields.

Although it is a small liberal arts institution, Albany State University has a long and impressive history of in the conduct of federal, state and locally funded projects. The University has previously conducted and/or is currently conducting projects funded by the National Science Foundation, National Endowment for the Arts, National Endowment for the Humanities, U.S. Department of Education and U.S. Department of Interior. Such projects have ranged from as small as several thousand dollars to several million dollars and included such diverse activities as the Fulbright Scholar Program, lecture series with nationally renown individuals, lyceum programs with world class performers, civil right projects and a NASA Space lab program. Additionally, the University has organized and conducted significant and varied community projects, including the National Issues Forum, African American Film Festivals and AIDS Awareness programs.

As a public community-oriented institution, Albany State University is committed to enhancing the quality of the lives of Southwest Georgia citizens; and in recent years, the University has provided leadership in Southwest Georgia addressing international issues and in its development of its role in the international community. In submitting this request to the U.S. Department of Education for an International Studies grant, the University seeks to (1) effect substantial curricula revisions in its academic programs, (2) increase dramatically the international focus of the campus and the community and (3) achieve an international impact locally and nationally.