

This syllabus represents my current plans and objectives. As we go through the semester, those plans WILL change to enhance the class learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.

TCU Justice Journey: African American Civil Rights Struggles

HIST 40873 / POSC 31003 – Spring 2018 – TR, 9:30am, Reed 221 – SSC, CSV or CA

“The Civil Rights Movement in America” Course Description

This course surveys the history of the modern African American civil rights movement and uses it as a vehicle to explore the theory and practice of group-centered leadership development; the nature of social movements and the role of grassroots activism; the connections between civil rights and other struggles for social justice, past and present; and the origins and persistence of structural racial inequality in the U.S. Prerequisites: NONE. Attributes: AAAS, CRES, SSC, CSV or CA. Also available for **Honors** credit.

TCU Justice Journey

The Spring 2018 course includes the [TCU Justice Journey](#), a five-night immersion experience on **March 11-16** offered in partnership with Inclusiveness and Intercultural Services (IIS). The trip includes not only visits to historic sites and museums but also the opportunity to interact with and learn from the movement’s leading local organizers, past and present. Stops will include Jackson, Mississippi; the rural Mississippi Delta; Memphis; and Little Rock. The Justice Journey will occur just before the 50th anniversary commemoration of the assassination of Dr. Martin Luther King in Memphis. Students will also have opportunities to interact with and learn from the local organizers who built the civil rights movement on the ground as well as activists in present-day campaigns for justice. Students will return to campus to and translate what they learned into future social justice activism and community-engaged research. Check out previous years on and “Like” [our Facebook page](#).

THE CIVIL RIGHTS MOVEMENT IN AMERICA

This Spring 2018 course surveys the history of the modern African American civil rights movement and the role of grassroots activism in politics.

The course includes an immersion experience during Spring Break to sites which were important to the civil rights movement including the Lorraine Motel where Dr. Martin Luther King was assassinated.

Spring 2018 Also available for credit for CRES, AAAS, and Honors.
HIST 40873 TCU Core curriculum: Credit: Social Sciences (SSC)
POSC 31003 and Cultural Awareness (CA), or Citizenship and Social Values (CSV)

Course Times:
Tuesday/Thursday 9:30-10:50
Required: Civil Rights Justice Journey Trip*

* Participation on the Justice Journey is required for the class. The trip cost is included in tuition.

Permission of instructors required for registration. Apply by November 2nd at midnight.

Apply online
tcuurl.com/justicejourney2018

TCU STUDENT AFFAIRS | Inclusiveness & Intercultural Services | For more information on the course or trip, contact: Dr. Max Krochmal, m.krochmal@tcu.edu or Dr. Emily Parson, e.parson@tcu.edu

Instructor Information

Dr. Max Krochmal, Department of History and Director of CRES
Office Hours: Visit <http://professormax.youcanbook.me> to schedule an appointment
Office Location: Reed 328
Cell Phone / Texts: 682-407-6773
E-mail: m.krochmal@tcu.edu
Website: professormax.org/
Twitter: [@professormaxtcu](https://twitter.com/professormaxtcu) (follow me!) / class hashtag: #TCUJJ
Facebook: <http://www.facebook.com/max.krochmal>

Response time: I endeavor to respond to email inquiries within 24 hours on business days. I do not check email after hours or on the weekends, so please text me if you have an urgent request. The best way to get help is to meet with me is to talk to me before or after class on Tuesdays or Thursdays, or to make an appointment at <http://professormax.youcanbook.me>. Or call or text me any time.

Key Dates & Special Events

- Jan. 18 to Feb. 17 / Attend a *One Fort Worth* community meeting and write a one-page summary and reflection. Details under “Continuing the Conversation” here: <https://onefortworth.org/>
- **Wednesday, February 7, 6:00pm, TBA / Community Dinner – REQUIRED**
- **Tuesday, February 15, 6:00pm, BLUU Ballroom / Dr. Paul Ortiz book talk and signing, *An African American and Latinx History of the United States* – REQUIRED**
- Tuesday, February 27 / Justice Journey Trip Logistics Preparation (in-class)
- Thursday, March 8 / Ethnography Workshop for Justice Journey (in-class)
- Friday, March 9, 11:59pm / Midterm Due on D2L
- Sunday, March 11 to Friday, March 16 / TCU Justice Journey
- Thursday, April 12 / Second Mini-Midterm (in-class)
- Tuesday, May 1 / Last Day of Class Party & Mini-Presentations (in-class)
- Thursday, May 10, 10:30am / Final Reflection & Self-Assessment due on D2L (Wednesday 5/9 at 10:30am for graduating seniors)

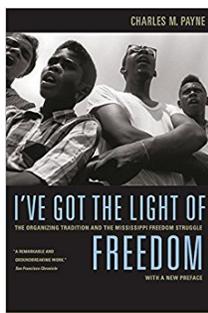
Learning Objectives & Student Action Steps:

Students will demonstrate knowledge of, and an ability to analyze and evaluate, the fundamental social processes that characterize human experiences, using social science methodology to present appropriate evidence-based conclusions about social processes and human interaction (SSC). In particular, students will better understand how identity, power, and privilege relate to racism and other axes of inequality in society.

Students will demonstrate an understanding of theories and practices of leadership by examining different forms and contexts of leader-follower relations (CSV). In particular, students will better understand the role of ordinary “local people” in social movements and the practice of “group-centered” leadership. Students will also learn how to apply these lessons to present-day justice issues.

Students will gain a new understanding and appreciation of the origins and nature of the civil rights movement, of social movements more generally, of race and racism as an institutionalized practice, and of the systems of power and privilege that shape struggles for justice. They will demonstrate an ability to analyze diversity within and across cultures, to examine the role of race and other identities in shaping reality, and will interrogate cultural assumptions relating to issues of diversity (CA).

Honors students will further synthesize ideas by applying disciplinary knowledge to new situations (by reading and presenting on biographies of movement participants) and develop creative processes of inquiry as leaders of their final research project groups.



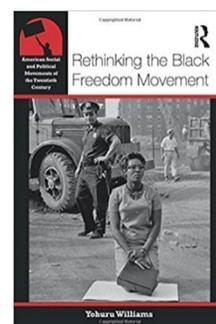
Required Books

All students must purchase copies of the following texts:

Charles M. Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*, 2nd edition (Berkeley: University of California Press, 2007 [1995]). ISBN 978-0520251762

Yohuru Williams, *Rethinking the Black Freedom Movement, American Social and Political Movements of the Twentieth Century* (New

York: Routledge, 2015). ISBN 978-0415826143



Assignments & Grading

Calculation of Final Grades

Final Weights by Assignment Categories

Percent	Assignment Category
36	Reading Journals (18)
15	Midterms
10	Justice Journey Notebook
14	Attendance & Participation
25	Civic Engagement Project

Final Grade Scale (+/-)

Grade	Score
A	94.00 – 100
A-	90.00 – 93.99
B+	88.00 – 89.99
B	83.00 – 87.99
B-	80.00 – 82.99
C+	78.00 – 79.99
C	73.00 – 77.99
C-	70.00 – 72.99
D+	68.00 – 69.99
D	63.00 – 67.99
D-	60.00 – 62.99
F	0 – 59.99

Reading Journals (36%)

The written word is the main currency of historical knowledge. Expect a reading assignment consisting of 1-2 articles or book chapters every night (except on the Justice Journey). Readings must be completed prior to the date that they appear on the syllabus. Before each class when a reading is due, you are expected to complete a Reading Journal using a blank form that you can download from D2L. The form asks you to summarize and interpret the main points of each major section of each chapter/article, to locate its key quotations, and to add details and/or a personal response. The Reading Journals are intended to be useful to you—they are tools to help you get the most out of the readings and to make a quickly accessible, permanent record of your thoughts related to the texts. The quotations and questions should be distributed evenly among the different assigned chapters. You may also include your notes on the readings, or an outline. Except for exact quotations, you must write your summary notes individually and in your own words, not by copy-pasting or changing a few words, or copying from a friend. The journals are due in class in hard copy (printed or handwritten) on each day that they appear on the Course Schedule. There are 20 Reading Journals over the course of the semester. You get 2 “freebies,” so you must complete 18 Reading Journals satisfactorily to get an “A” for this assignment category. Each journal is worth 2% of your final grade. You may complete the two additional Reading Journals for extra credit.

Mid-Term Exams (15%)

You will complete a take-home online exam just prior to the Justice Journey. It will include essay, short-answer, and multiple-choice questions, all of which will ask you to reflect on and summarize what you have learned in the first two months of class. It is due on D2L Dropbox by 11:59pm on Friday, March 9. It is your ticket for the Justice Journey and must be submitted in passable form prior to departure. The second mini mid-term will consist of a short in-class blue book exam on Thursday, April 12. There will be no make-ups of any kind for either exam.

Justice Journey Notebook (10%)

From the beginning to the end of the Justice Journey, you will be expected to take copious ethnographic field notes throughout the day and to complete informal written reflections each evening. The field notes should

fully document your experiences throughout the day: the people and places you observed, the content of our guest speakers' lectures, the key facts and interpretations presented by museums and memorials, and so on. At times you will also be asked to write and reflect during/after our group discussions. The written assignments will vary in length and subject. You will turn in your notebook at the end of the tour. Attendance on the Justice Journey is required in order to pass the class. We will review expectations for your field notes and reflections in class on March 8.

Civic Engagement Project (25%)

The final unit will consist of whole-class and/or small-group community-engaged research projects related to race in Fort Worth or related social movements and justice issues. Working in groups of three, students will propose a topic and methods and identify at least one community partner (typically non-TCU). As a class we will do some work with the City of Fort Worth's Race and Culture Task Force, and some of you may wish to dive more deeply in collaboration with one of its recently appointed subcommittees to investigate one discrete area of racial inequity: economic development, transportation, health, education, criminal justice, housing, and government accountability. One group may join a collaborative effort to document and interpret TCU's own racial past. Other groups may wish to forge still other partnerships with appropriate community and/or historical organizations. Regardless of topic and methods, each student will individually contribute to the City-wide Task Force efforts and then write a short essay on a component of their group project as part of the **Final Reflection & Self-Assessment**, due on May 10 (May 9 for graduating seniors).

Attendance & Participation (15%)

Attendance

Attendance is mandatory. The university attendance policy states (Faculty/Staff Handbook, p. 51, my emphasis):

“Regular and punctual class attendance is essential, and no assigned work is summarily excused because of absence, no matter what the cause. Records of class attendance are the responsibility of the faculty, and every course's syllabus should clearly state the instructor's policy on class attendance and how attendance affects a student's final evaluation in the course. Students who miss an instructional experience are expected to meet with faculty to discuss their absence as soon as possible.”

“When a student is absent to represent the University (as in athletics, chorus, band, national or state meetings of organizations represented at TCU), then an Official University Absence may be granted...”

*“When a student misses class for any reason other than an Official University Absence, the student is expected to follow the instructor's policy as stated in the course syllabus. The student should contact his/her instructor as soon as possible after he/she knows the absence will occur or has occurred. If the cause of the absence is a **serious illness, catastrophic accident, or family emergency**, each instructor should assist the student to make up any missed work. Time lost through such absences should not prejudice class standing...”*

“If the cause of the absence is less compelling (choosing to miss class, oversleeping), instructors may or may not permit the student to make up missed work, and may or may not assess a penalty for class absence.”

Based on these university rules, the attendance policy for this class is as follows:

You are required to document through the Campus Life Office any cases that you consider “serious” under the third paragraph cited above, and it is expected that absences that fall into this category will be limited. A routine urgent care trip to the health center does not qualify as “serious.”

All other absences will be considered “less compelling” under the fourth paragraph cited above.

Arriving late to class habitually or missing a substantial portion of a single class will be counted as up to one-half (1/2) of an absence.

You may miss three classes without penalty. Save this for less serious cases like a routine illness, broken down car, etc. Except for those covered by paragraphs 2 or 3 above, each absence beyond three (3.00) will result in a 2% reduction of your final grade. This is in addition to your lost participation points.

In all cases, it is my expectation that you let me know ASAP if you know you are going to be absent and that you communicate with me immediately upon your return if you wish to catch up on missed work. YOU must take the initiative to have any chance of avoiding penalty.

Participation

You are expected to be an active and engaged participant in all class discussions and to complete informal in-class writing and oral assignments to the best of your ability, every time. Participation grades often seem arbitrary; to minimize this, I use numerous in-class activities and small, informal writing assignments (including little homework assignments that do not appear elsewhere on the syllabus). I also require you to turn in your notes on selected lectures, film screenings, small group discussions, and other activities. I will endeavor to give you timely feedback on your standing in this arena. Among other instruments, I will use this rubric to measure daily in-class participation:

Description (start with 10 points)	Notation	Points +/-
Absent (or absent half class = A/2)	A	-10
Taking restroom or other B reaks (leaving the classroom)	B	-2
Cell Phone or other gadgets	C	-3
Does not Participate voluntarily or does not display active listening	P	-1
Not Q uiet during quizzes or other silent work	Q	-2
Sleeping, dozing off, spacing out, or other disengaged body language	S	-2 to -10
Tardy (or slow switching tasks)	T	-2
Unable to respond when called upon (not paying attention or unprepared)	U	-3 to -5
D ominates discussion, does not wait for others	D	-2
I nterrupts, disparages, repeats, or otherwise rude or disrespectful	I	-3 to -10
O ff-Task speech or reading (in small groups or class comments)	O	-2 to -5
L eads group (facilitates, takes notes, or is spokesperson)	L	+2
Shows extraordinary R espect for others, acknowledges contributions of peers, sensitive to difficulty of intercultural communication	R	+2
Adjustments (based on quality of any in-class assignments)		+/- 1-10

Special Events & Extra Credit

As noted on p. 2, you are required to attend two evening events, as follows:

- A “Community Dinner” on Wednesday, February 7, 6:00pm, location TBA, in which we will congregate as a class with our partners for the Justice Journey to begin getting to know each other and discussing expectations. We may also invite some community partners.
- A lecture, book talk, and signing by Dr. Paul Ortiz of the University of Florida, the keynote lecture of the Comparative Race and Ethnic Studies (CRES) Research and Creative Symposium. He will speak on Tuesday, February 15, 6:00pm, at the BLUU Ballroom. Attendance at the lecture is mandatory. You can swipe in with your ID. Additionally, you are required to write a short response paper, consisting of a ½-page summary of his lecture and main points and a ½-page personal reflection. Post this to D2L. This counts toward your Participation grade.

Additionally, from time to time there may be other opportunities for extra credit, primarily to attend lectures and other events on- and off-campus. In general, you should plan on spending two hours to attend such an event and on writing a 1-page response paper in the same manner as outline above. Extra credit for these

events will not exceed 5% of your final course grade. Many of these opportunities are noted in the Course Schedule.

Late Work

Exams may not be submitted late for any reason. Other written assignments will be accepted but will be assessed a significant penalty, according to the following schedule:

Days Late	Penalty (deducted from 100% possible)
On time	0%
Up to 24 hours	10%
Up to 5 days	25%
More than 5 days	50%

It is vital that you send an email to the professor at the time of submitting any late work. Otherwise, it will pile up and not be returned expeditiously.

Other Rules & Regulations

TCU Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Technology Policy

No cell phones, computers, or any other gadgets allowed in class except when I explicitly instruct you to use such devices. If you take out your phone in class, I will take it and hold onto it like your favorite high school teacher. Students with disabilities that require accommodation, please see the statement below. Kindles and other e-book readers in airplane mode may be used with permission of the instructor. Cell phones may be used at appropriate times on the Justice Journey.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [Student Handbook](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. I will use Turnitin for plagiarism detection.
 - To avoid indirect or inadvertent plagiarism, please see the reading on D2L.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

Academic integrity is the foundation of our collective university enterprise. As such, any misconduct will not be tolerated. I will give you a 0 on the first offense for even minor offenses. For more serious or repeated offenses, I will suggest the maximum punishment allowable by the Dean of AddRan College of Liberal Arts.

TCU Online (Brightspace by D2L)

- Access via my.tcu.edu > Student Quick Links > TCU Online OR login at the following website: <http://d2l.tcu.edu>. Enter your TCU network credentials (the same you use for MyTCU). For information about logging into TCU Online, view these instructions: <http://tcuonline.tcu.edu/kb/how-do-i-log-in/>
- If you experience any technical problems while using TCU Online, please do not hesitate to contact the HELP DESK (at D2L). They can be reached by email, phone, or chat 24 hours a day, 7 days a week, 365 days a year.

email: helpdesk@d2l.com

phone: 1-877-325-7778

chat: [Chat](#) is available within [TCU Online](#). Look for the Chat widget on My Home.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress. Take a screenshot of any error messages and email or text it to me immediately.

TCU Campus Resources for Students

Many resources exist on the TCU campus that may be helpful to students:

- ❖ Mary Coats Burnett Library (817-257-7117);
- ❖ Center for Academic Services (817-257-7486, Sadler Hall. 1022);
- ❖ **William L. Adams Center for Writing (817-257-7221, Reed Hall 419);**
- ❖ Student Development Services (817-257-7855, BLUU 2003);
- ❖ Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall);
- ❖ Campus Life (817-257-7926, Sadler Hall 2006);
- ❖ The Counseling, Testing, and Mental Health Center (817-257-7863, Samuelson Hall).

Students are encouraged to visit the Writing Center early and often. Details are as follows: The William L. Adams Center for Writing is an academic service available to all TCU students. Writing specialists and peer tutors are available for one-on-one tutorials from 8:00 a.m. to 5:00 p.m. Monday through Friday in Reed Hall, Suite 419 and from 6:00 p.m. to 9:00 p.m. Sunday through Thursday in Tom Brown Pete Wright Hall, 2nd floor, commons. Online tutorials are also available. To make an appointment or to access the online tutorial service, please visit the Center for Writing web site at <http://www.wrt.tcu.edu/> for further information.

Statement of Disability Services

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](#) located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Course Schedule

NOTE: All readings should be completed prior to the day they appear on the syllabus.

EC = Extra Credit

	Date	Topic / Class Activity	Reading Due	Assignments
1	Jan. 16 TUES	Welcome & Intros Review Syllabus Film: Race: The Power of an Illusion, Part 1 Discuss Expectations	---	---
2	Jan. 18 TH	Overview of the Movement and Racial Formations Discuss In-Class Readings: <ul style="list-style-type: none"> • Martinez, "What is White Supremacy" • Tatum, "Defining Racism" 	Williams, Preface	Reading Journal 01 due! (print or bring hard copy to class to turn in) Attend a <i>One Fort Worth</i> community meeting, from Jan. 18 to Feb. 17
3	Jan. 23 TUES	Identity, Power, & Privilege Workshop led by Jamartae Jackson, IIS	Williams, Chapter 1 McIntosh, "Unpacking the Invisible Knapsack" Finish Martinez/Tatum	Reading Journal 02 due! Race and Culture Task Force Meeting, 1/22, 5pm, Botanic Gardens, or online (EC)
4	Jan. 25 TH	Lecture: Emancipation & Reconstruction	Payne, Preface to 2007 Edition, Introduction, and Chapter 1	Reading Journal 03 due!
5	Jan. 30 TUES	Lecture: Jim Crow and Great Migration	Williams, Chapter 2 Payne, Chapter 2	Reading Journal 04 due!
6	Feb. 1 TH	Lecture: Depression, World War II, Cold War	Payne, Chapter 3	Reading Journal 05 due!
7	Feb. 6 TUES	Lecture: <i>Brown</i> to 1960	Payne, Chapters 4-5	Reading Journal 06 due! Community Dinner, Wednesday, 2/7, 6pm, location TBA (Required)
8	Feb. 8 TH	Lecture: Sit-ins and Freedom Rides	Payne, Chapter 6	Reading Journal 07 due!
9	Feb. 13 TUES	Lecture: MLK, JFK, and National Politics	Payne, Chapters 7-8	Reading Journal 08 due!
10	Feb. 15 TH	Paul Ortiz in class!	Paul Ortiz reading TBA, D2L	Reading Journal 09 due! Attend Paul Ortiz book talk, 2/15, 6pm, at BLUU (Required)

				CRES Research and Creative Symposium, King Family Commons, 2/16, 10-2 (EC)
11	Feb. 20 TUES	Lecture: Freedom Summer and MFDP	Payne, Chapters 9-10	Reading Journal 10 due! <i>More Than A Word</i> film screening, 2/19 (EC)
12	Feb. 22 TH	Lecture: War on Poverty, Voting Rights, and Watts	Payne, Chapter 11	Reading Journal 11 due!
13	Feb. 27 TUES	Lecture: Black Power and the Movement in North Trip Preparation (30 mins)	Williams, Chapter 3 Payne, Chapter 12	Reading Journal 12 due! BHM/WHM Reception for Ms. Allene Jones, 2/28, 5pm (EC)
14	March 1 TH	Lecture: Urban Rebellions & War on Crime	Payne, Chapter 13	Reading Journal 13 due! BHM/WHM Keynote, 3/1, 5pm, BLUU (EC)
15	March 6 TUES	Lecture: Memphis & the Poor People's Campaign Discuss Williams	Honey, on Memphis D2L Williams, Chapter 4	Reading Journal 14 due!
16	March 8 TH	Ethnography & Review	Payne, Chapter 14 and Epilogue Emerson, Writing Ethnographic Fieldnotes D2L	Reading Journal 15 due! Online Midterm Exam due Friday 3/9, 11:59pm, D2L
JJ1	March 11 SUN	Travel to Jackson	Field Notes	Reflection 1
JJ2	March 12 MON	Jackson	Field Notes	Reflection 2
JJ3	March 13 TUES	Delta	Field Notes	Reflection 3
JJ4	March 14 WED	Delta to Memphis	Field Notes	Reflection 4
JJ5	March 15 TH	Memphis	Field Notes	Reflection 5
JJ6	March 16 FRI	Little Rock	Field Notes	Reflection 6
17	March 20 TUES	Reflection: Reactions & Rethinking the Movement	Williams, Chapter 5	Reading Journal 16 due! JJ Notebook due!
18	March 22 TH	Reflection: Next Steps	Read and transcribe 10-20 surveys from City of Fort Worth Task Force	Proposal for Civic Engagement Project (CEP) due on D2L Sunday, 3/25, 11:59pm
19	March 27 TUES	Lecture: Historical Context of Educational / Urban Inequality in FW/TX Small-group CEP work	Sugrue, excerpts from <i>Origins</i> , D2L Read and transcribe remaining City surveys	Reading Journal 17 due!

20	March 29 TH	Lecture: Blue Texas Small-group CEP work	Krochmal, Prologue and one other chapter, D2L	Reading Journal 18 due!
21	April 3 TUES	Presentations 1 on Small- Group CEP Work!	---	Written Summary 1 due John Moran Gonzalez, Cesar Chavez Day lecture 4/4 (EC)
22	April 5 TH	Lecture: Voting Rights and Political Power	Ari Berman excerpts, D2L	Reading Journal 19 due! Attend Cesar Chavez Day March & Rally, 4/7 (EC)
23	April 10 TUES	Lecture / Discussion: Black Lives Matter & Beyond	Ransby or TBA	Reading Journal 20 due!
24	April 12 TH	Mini-Midterm in class	---	Bring bluebooks!
25	April 17 TUES	Presentations 2 on Small- Group CEP Work!	---	Written Summary 2 due
26	April 19 TH	Work Session w/ Dr. Max	---	---
27	April 24 TUES	Community Organizing 101	---	---
28	April 26 TH	Community Organizing 102	---	---
29	May 1 TUES	LDOC Party and mini- presentations	---	Final Written Summary & Handout due in class
F	May 10 TH 8:00am	No Class during Final Exam Period!		Final Reflection & Self- Assessment due to D2L by 10:30am on 5/10 (Due by 10:30am on 5/9 for graduating seniors)