

Civil Rights Movement: History and Consequences

Higher Education Consortium for Urban Affairs (HECUA) and
Minneapolis Community and Technical College (MCTC), June 1 to 23, 2006

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With assistance in syllabus preparation by Tracey Tennyson, HECUA, Assistant Instructor, Civil Rights course '05, and logistical assistance by Liz Shiroma, HECUA

***Please note:** Community workers and activists have many demands on their time, and those in the Twin Cities and in the South with whom we are scheduled to meet may have commitments that change suddenly. The locations, readings, field speakers, and itinerary described in this syllabus are all subject to change. Potential changes will be communicated to students in as timely a way as possible.*

Course Description

The Civil Rights Movement: History and Consequences is a classroom and field study course designed to introduce students to the history and practice of the civil rights movement in the United States. Students will engage in critical inquiry into the philosophy, practice, and historical implications of the movement through readings, critical discussion with peers, and field work with community practitioners and activists.

This course explores three key framing questions. First, *what forms of oppression gave rise to the civil rights movement?* Students will engage in an integrated analysis of power and privilege in order to understand the political, economic, legal, and social confinement of African-Americans in the United States, including on-going work at understanding the dynamics of racism and classism within the United States today. Second, *what practices were utilized to address these forms of oppression?* Students will participate in an in-depth sixteen-day field study of the American South and Midwest, engaging with practitioners of the movement to understand the evolution of the practices such as organizing, mass demonstrations, and boycotts, as well as practices used by other social movements. Finally, *how and to what extent were forms of oppression ameliorated by the movement?* In order to pursue this question, students will examine continuing issues of inequality within African-American communities.

The goals of this program are for students to be able to:

- Analyze the civil rights movement through the lens of oppression
- Understand differing constituencies and their roles within the movement (e.g. students, youth, workers, artists)
- Understand differing approaches to social change and their strategic use within different parts of the movement (e.g. mass demonstration, organizing, boycotts)
- Assess the limitations and contradictions of social movements
- Engage with some of the key theoretical discourses of social change that arise from the civil rights movement (philosophies of leadership, organizing, and non-violence)

Course Requirements

Civil Rights: History and Consequences is worth one semester course credit (one credit at some institutions, three or four credits at others). This seminar will provide the opportunity for critical reflection on the practice of social movements, the theoretical and historical understandings of the movement, and the ongoing legacies of racial and economic inequality in the United States. In order to receive credit for this course, students must complete a series of written assignments and participate in all classroom and field-based seminar components. Students will be evaluated on the following components:

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|--------------------------|-----|
| 1. Seminar Participation | 35% |
| 2. Field Participation | 35% |
| 3. Writing Assignments | 30% |

Writing assignments include the interpretive lens assignment (due in Week One), four praxis journals (due in Weeks Two and Three), and a final paper (due in Week Four). Points for written assignments are as follows:

- | | |
|------------------------------|-----------|
| Interpretive Lens Assignment | 20 points |
| Praxis Journals (2) | 10 points |
| Oral History Assignment | 20 points |
| Final Paper | 50 points |

Course Policies

Attendance/Participation Requirements

For all seminars, the following attendance/participation policy applies:

1. Attendance and participation will be graded daily on a 0-3 point scale. Students will lose participation points for late arrival in class, particularly during the field study component.
2. Participation grades are based on active participation. This means active listening, engagement in discussion, asking questions, and contributing to positive group dynamics.

Late Papers

The late paper policy applies to all assignments. Turning assignments in on time is a way of respecting your teachers, your peers, and yourself. We expect everything on time. If you have a legitimate reason for turning a paper in late, and if you talk to Professor Jones at least three days before the paper is due to explain the reason, there is a good chance something can be worked out. If you simply turn in a paper late, you will be penalized. Each day that passes the grade will drop a half grade on the A-F scale.

Example: an A paper becomes an A-.

Rewrite Policy

Upon return of written work students have one week to submit a rewrite for a re-evaluation. Grades may be adjusted based on quality of improvement, content and/or written work.

Grading Criteria

1. Organization/Clarity: Work that is well organized, accessibly written, and clear in its arguments.
2. Concern for Evidence/Citation: The degree to which written work supports claims with theoretical or field evidence and conforms to guidelines concerning the citation of published materials.
3. Content Completeness: The degree to which written work completes all necessary components of the assignment.
4. Creativity/Originality: Performance that reflects creative, insightful, thought provoking scholarly work.

5. Theory/Practice Integration: HECUA programs place great emphasis on the integration of theory and practice. Each written assignment requires students to bring theoretical materials to bear on field experiences and vice versa. Written work will be assessed on depth of integration and critical thinking.
6. Apparent Effort Involved: effort is reflected in the overall quality of written work.

Assignments

Assignments are due on the following dates:

June 5th	Interpretive Lens Assignment
June 12th	Praxis Journal #1
June 17th	Praxis Journal #2
June 21st	Oral History Assignment
June 23rd	Final Paper

Interpretive Lens Assignment (due June 5th)

The purpose of this assignment is to assist you in clarifying some of the components of your own lens and reflecting on how these components relate to your analysis of racism and inequality. As you move forward in the Civil Rights program it will be of great use to you to know better your own interpretive approaches to understanding the world around you.

Write a 6-8 page reflective paper addressing the questions outlined below. This assignment will be graded pass/fail and will be assessed on the degree to which you discuss the required questions.

Reflect on how the following experiences have contributed to your own interpretive perspective. The list below is not exhaustive. Feel free to include any other formative/influential factors of your background and experience.

- Racial/Ethnic Identity: Has racial and/or ethnic identity been important in your life? How so? Why? How has its relative importance or unimportance influenced your perspective?
- Class Location: How would you describe your family's class location? How would you define class? Has your family's class location changed in the past few generations? What impact has the class location of your family had on your perspective?
- Gender Identity: How would you identify your gender? What experiences in your life do you feel have been influenced by gender? How do these past experiences influence your ongoing experiences?
- Occupation: What kind of occupations do your parents have? What occupations did they have while you were growing up? What were their expectations around the kind of occupation you would have? What are your own expectations for yourself concerning occupation? What values are important in selecting an occupation?
- Level of formal education: What level and type of education do your parents have (public/private, high school/college/professional degree)? How did their educational level influence your experiences growing up? How have their level of education and your own level of education influenced your perspective in life?
- Religious/Spiritual affiliation: Do you have a particular religious or spiritual affiliation? How has this affiliation influenced your understanding of the world?
- Formative political and social events: What are some of the formative political and social events in your life? How have they influenced you?
- View of human nature: Do you believe that people have essential characteristics? If so, what are these?
- Rural/Urban/Suburban: What kind of community did you grow up in? How did this community impact your perspective?

- **Nationality:** What do you consider your nationality to be? What nation did you grow up in? How does your nationality impact your perspective?

How would you define racism, and how do you think it does or does not operate in the US? What connections do you see between your discussion of your own lens and your answer to this question? Does your own 'lens' (or set of experiences and understandings) influence how you understand racism? What other factors influence your understanding of racism?

Praxis Assignments (due June 12th and June 17th)

Praxis assignments provide analytic and critical reflection on field experiences and theoretical components of this course. These assignments are designed to practice critical thinking skills with attention to systems of power and oppression. Praxis will allow you to integrate and synthesize various components of the course and communicate your reflections with your instructors. Praxis papers are not diaries. They ask you to consider experience in light of theory.

1. Identify and discuss a question that has arisen for you *based on your experience* in the civil rights program.
2. Identify and discuss your own interpretive lens in relation to this question.
 - a. What assumptions are you making?
 - b. What does your lens highlight and obscure in relation to this question?
 - c. Who benefits and who is marginalized by this interpretation?
3. Identify and discuss another theoretical lens that could structure or inform your thinking on this question.
 - a. What assumptions does this lens make?
 - b. What does the lens highlight and obscure in general?
 - c. What does it highlight and obscure in relation to your question?
 - d. Who benefits and who is marginalized by this lens?

Oral History Assignment (due June 21st)

This assignment seeks to connect the oral history of a person in your life with the Civil Rights Movement. The assignment will allow you to see more closely the ways in which the Movement is understood and was experienced by your family members, friends, or others central in your life. The assignment asks you to integrate stories and narratives from a person of your choosing with the material we study throughout the program, relating an individual's ideas and views of history to current consequences of the Movement.

We encourage you to select an individual you interact with regularly, specifically someone in your family or close circle of friends, who LIVED during and REMEMBERS the 1950s and 1960s (even if they were a child). This assignment asks you to gain an understanding of the ways people experienced the Civil Rights Movement nationally, as Northerners, as individuals, and as members of communities that were not necessarily in the South. You should plan to talk with this person for at least twenty minutes.

How to complete this assignment:

1. Select a person you are closely connected to (preferably someone currently living in Minnesota), and request that they participate in the assignment.
2. Talk with that person, either by phone or face to face, to intake their oral history and personal narrative related to the Civil Rights Movement. **Take notes throughout the interview.** Some questions you might consider:

- a. How old were you during the era of the Civil Rights Movement? Where did you live? What was the racial makeup of your community?
 - b. What are your most vivid memories of the era of the Civil Rights Movement? Did you experience the movement via newspapers? Television? Magazines? Directly? Were there elements of the movement that existed in Minnesota, if you lived here?
 - c. How did people around you react to the movement and its consequences? What was your community like during this time?
 - d. Are there particular events that you remember as most significant within the movement? How were these understood and experienced by your family, your peers, those around you?
 - e. How did you personally understand the Civil Rights Movement? What do you remember as the first time you understood it as a Movement that was creating change (if you did)?
 - f. Did your understanding of race or racism change as the Civil Rights Movement in the 50s-60s was happening?
 - g. How has the Movement continued, if at all, in your eyes? How have things changed since the 50s and 60s?
3. Reflect on the oral history interview you have conducted by answering the following questions in an informal paper:
- a. Discuss the contents of the interview, formally recording the person's stories and ideas.
 - b. What does this person's perspective highlight or obscure?
 - c. Are there pieces of information that are missing from their narrative, or pieces that are different from what you have learned over the course of the last three weeks? What does this tell you about the way in which history is learned and communicated?
 - d. What did the interviewee cite as their formal and informal sources of information on the events and occurrences of the Civil Rights Movement? Does this connect to power, privilege, and the telling of history?
 - e. Does it seem that the interviewee was impacted by the events of the Movement? What did you understand to be the most significant consequence of the Movement for them personally?
 - f. How were/are the interviewee's attitudes and ideas about issues of race impacted by the Movement?
 - g. How do you connect your personal story and experiences over the course of this program to the contents of the interview you conducted?

Final Reflective Paper (due June 23rd)

Part One:

Please provide your critical reflections on the framing questions of this course. Please reflect on the following questions:

1. What forms of oppression gave rise the civil rights movement? How would you describe these forms of oppression?
 2. What practices were utilized to address these forms of oppression?
 3. In what ways, and to what extent, were these forms of oppression ameliorated by the movement?
- Your responses to these questions will require that you draw on theoretical and field components from the course. Cite all sources that have influenced your thinking on these questions.

Part Two:

Provide a critically reflective discussion of the following questions:

4. How has your lens changed as a result of this course?
5. What role did your lens play in your experiences on this program?
6. In what ways have your experiences in this course influenced your own ideas about yourself and democracy?

Daily Schedule

Week One

Thursday, June 1st: Twin Cities

To be read: Bennett, Lerone. Before the Mayflower, Chapter 9, pp. 255-296.

Time: 9:00 AM-12:00

Location: MCTC Helland 2500

Topic: Introduction to Course and Learning Community

Time: 1:00-4:00 PM

Location: MCTC Helland 2500

Topic: Reading Seminar: Overview of Slavery and Reconstruction
Video Lab: *The Rise and Fall of Jim Crow*, Parts 2 & 3

Friday, June 2nd: Twin Cities

To be read: Blumberg, Rhoda Lois. Civil Rights: The 1960s Freedom Struggle, Chapters 1-2, Appendix.

Piven, Francis Fox and Richard Cloward. Poor People's Movements, *The Structuring of Protest*, pp. 1-37.

At <http://www.montgomeryboycott.com/frontpage.htm>: Read the "overview" and watch the video clip entitled "The Story of the Boycott." Read the primary source materials on the site as you have time, especially the news articles.

Time: 9:00 AM-12:00

Location: MCTC Helland 2500

Topic: Reading Seminar: Overview of Black Resistance

Time: 1:00-4:00 PM

Location: MCTC Helland 2500

Topic: Field and Reading Seminar with Mike Klein, Introduction to Social Movements

Week Two

Monday, June 5th: Twin Cities

Due Today: Interpretive Lens Assignment

To be read: Crosby, Emily. "This Nonviolent Stuff Ain't No Good. It'll Get Ya Killed," from *Teaching about Self-Defense in the African-American Freedom Struggle*, pp. 159-173.

Payne, Charles. "Ella Baker and Models of Social Change." *Signs: Journal of Women in Culture and Society*, pp. 885-900.

Spencer, Robyn. "The Black Freedom Movement and the Black Panther Party in Oakland, CA," from *Groundwork: Local Black Freedom Movements in America*, pp. 300-317.

Carson, Clayborne. "Getting Organized," from *In Struggle*, pp. 19-30.

Time: 9:00-12:00

Location: MCTC Helland 2500

Topic: Reading Seminar: Tension between Nonviolence and Self-Defense

Time: 1:00-4:00 PM

Location: MCTC Helland 2500

Topic: Field Seminar with Chuck McDew

Tuesday, June 6th: Twin Cities

To be read: Frye, Marilyn. "Oppression." from *The Politics of Reality: Essays in Feminist Theory*, pp. 1-16.
Tatum, Beverly Daniel. "Introduction," from *Why Are All the Black Kids Sitting Together in the Cafeteria?*, pp 3-17.
Young, Iris. "The Five Faces of Oppression," from *Readings for Diversity and Social Justice*, pp. 35-49.
McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack."

Time: 9:00-12:00
Location: MCTC Helland 2500
Topic: Integration Seminar: Definitions of Race and Racism

Time: 12:30-4:00
Location: MCTC Helland 2500
Topic: Video Lab and Integration: Crash

Wednesday, June 7th: Twin Cities

To be read: Blumberg, Rhoda Lois. *Civil Rights: The 1960s Freedom Struggle*, Chapter 4, pp.55-70.

Time: 9:00-12:00
Location: MCTC Helland 2500
Topic: Field Seminar with Vivian Jenkins-Nelson: Preparing for the South

Time: 1:00-3:00
Location: MCTC Helland 2500
Topic: Civil Rights Student Alumni Panel

Thursday, June 8th: Drive to Chicago

Drive time to Chicago: 6 hours, 45 minutes (409 miles)

To be read: Profiles and Organizations Outlines, from *Eyes on the Prize Database*
Larson, Stephanie Greco. "The Civil Rights Movement and Mass Media," from *Media & Minorities: The Politics of Race in News and Entertainment*, pp. 152-177.
Torres, Sasha. "'In a Crisis We Must Have a Sense of Drama': Civil Rights and Televisual Information," from *Channeling Blackness: Studies on Television and Race in America*, pp. 243-260.

Bus departs at 10:00 AM from HECUA office, 2233 University West in St. Paul, 55114. Cross street is Hampden Avenue. Cars may not be left in the parking lot during the course; get someone to drop you off, or take the #16 bus. Please be on time.

Time: 10:00-12:00
Location: Bus
Topic: Video Lab: The Strange Career of Jim Crow, *Part 4*; Eyes on the Prize: *Awakenings* #162

Time: 1:00-3:00
Location: Bus
Topic: Video Lab: Eyes on the Prize: *Fighting Back*; #163; *Ain't Scared of Your Jails*; #164

Friday, June 9th: Drive to Nashville, TN

Drive time to Nashville: 7 hours, 45 minutes (471 miles)

To be read: Blumberg, Rhoda Lois. *Civil Rights: The 1960s Freedom Struggle*, Chapter 5 pp.71-90.
Carson et al, "Mississippi: Is this America?" from *Eyes on the Prize Civil Rights Reader*, pp.166-189.

Bus Departs at 8:00 am

Time: 10:00-12:00

Location: Bus

Topic: Video Lab: Eyes on the Prize: *No Easy Walk*; # 165; *Mississippi: Is This America?* # 166

Time: 1:00-3:00

Location: Bus

Topic: Video Lab: Eyes on the Prize: *Bridge To Freedom*; # 167

Time: 5:30-7:00

Location: TBA

Topic: Field Seminar with Kwame Leo Lillard

Saturday, June 10th: Nashville (drive to Atlanta)

Drive time to Atlanta: 4 hours (250 miles)

To be read: related to Fisk

Time: 9:00-12:00

Location: Fisk University

Topic: Field Seminar: Fisk Race Relations Institute

Bus Departs at 2:00 pm for Atlanta

Sunday, June 11th: Atlanta (drive to Albany, GA)

Drive time to Albany: 3 hours, 15 minutes (183 miles)

To be read: Baker, Ella. "Confronting 'De Lawd,'" from *Freedom Bound*, pp. 105-124, 226-231.
Theoharis, Jeanne F. and Woodward, Komozi. "Introduction, from *Groundwork: Local Black Freedom Movements in America*, pp. 1-16.
"No Easy Walk" From Garrow, David J. et al., eds., *Eyes on the Prize: Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle*, Penguin, 1991, pp.133-145.

Bus Departs 10:00 am

Time: 10:30-12:00

Location: Downtown Atlanta

Topic: Field Seminar: MLK Historic District

Time: 1:30-3:00

Location:

Topic: Reading Seminar: Leadership in the Movement

5:00pm Dinner at Mary Mac's Tea Room
224 Ponce De Leon Ave., NE
Atlanta, GA 30308

6:30pm Depart for Albany, GA

Week Three

Monday, June 12th: Albany, GA (drive to Montgomery, AL)

Drive time to Montgomery: 3 hours, 45 minutes (174 miles)

Due Today: Praxis One

To be read: Reagon, Bernice Johnson. "The Boring Struggle," from *They Should Have Served that Cup of Coffee*, pp. 1-38.

Bus Departs at 9:30 am

Time: 10:00am

Topic: Field Seminar with Charles & Shirley Sherrod

Early Evening (based on time with Charles and Shirley) drive to Montgomery

Tuesday, June 13th, Montgomery, AL

To be read: Blumberg, *Civil Rights: The 1960s Freedom Struggle*, Chapter 3, pp. 39-54.

Bus Departs at 9:00 am

Time: 9:30-11:00

Location: Downtown Montgomery AL

Topic: Field Seminar: Rosa Parks Museum

Time: 11:30-12:30

Location: Martha's Place

Topic: Lunch

Time: 1:00-4:00 PM

Location: Montgomery, AL

Topic: Field Seminar: Current Issues of Race and White Supremacy: Southern Poverty Law Center

Wednesday, June 14th; Day Trip to Selma, AL (drive to Birmingham, AL)

Drive time to Selma: 1 hour (50 miles)

Drive time to Birmingham: 1 hour, 30 minutes (92 miles)

To be read: Blumberg, *Civil Rights: The 1960s Freedom Struggle*, Chapter 7, pp. 111-134.

Levine, Ellen. *Freedom's Children*, Ch. 7, pp. 117-137.

Chestnut, J.L. and Julia Cass, Preface and Chapter 12, *Black in Selma: The Uncommon Life of J.L. Chestnut, Jr.* pp. ix-xiii, 204-216.

Bus departs at 8:30 am

Time: 9:30-12:00

Location: Selma

Topic: Field Seminar with Joann Bland: Tour of Selma and Voting Rights Museum

Time: 1:30-3:00

Location: Selma City Hall

Topic: Field Seminar with Mayor Perkins

Time: 3:30 –5:00

Location: Bus

Topic: Video Lab: Four Little Girls

Thursday, June 15th, Birmingham, AL

To be read: Levine, Ellen. *Freedom's Children*, Chapter 5, p. 77-91.

Bus Departs at 9:00 AM

Time: 9:30-12:00

Location: Birmingham

Topic: Field Seminar with Myrna Carter Jackson: Walking Tour of Birmingham

Time: 1:30-3:00

Location:

Topic: Integration Seminar: Role of Youth in the Movement

Friday, June 16th: Birmingham, AL (drive to Jackson, MS)

Drive time to Jackson: 3 hours, 30 minutes (237 miles)

To be read: Blumberg, *Civil Rights: The 1960s Freedom Struggle*, Chapter 6, pp. 91-110.

Payne, Charles. Setting the Stage, from *I've Got the Light of Freedom*, pp 7-28.

Payne, Charles. Testing the Limits (section on Medgar Evers), from *I've Got the Light of Freedom*, pp 47-56.

Bus departs 9:00 am

Time: 9:30-12:00

Location: Birmingham

Topic: Field Seminar: Birmingham Civil Rights Institute

Time: 1:30-3:00

Location: Bus (drive to Jackson, MS)

Topic: Video Lab: Ghosts of Mississippi

Time: 5:00-

Location: Jackson church

Topic: Field Seminar: Documentary viewing – Chaney, Goodman, and Schwerner Memorial Conference

Saturday, June 17th: Jackson, MS

Due Today: Praxis Two

To be read: Payne, Charles. *Give Light and the People Will Find a Way – The Roots of an Organizing Tradition*, from *I've Got the Light of Freedom*, pp.67-102.

Moses, Robert and Cobb, Charles. *Learning from Ella*, from *Radical Equations: Math Literacy and Civil Rights*, p. 24-57.

Bus departs 9:00 am

Time: 9:30-11:00

Location:

Topic: Field Seminar with Ed King

Time: 12:00-1:00

Location: Medgar Evers home
2332 Margaret Walker Alexander Drive
Jackson, MS

Topic: Field Seminar with Miss Minnie Watson: Visit to Medgar Evers home

Saturday, June 17th, continued

Time: 2:00-5:00
Location: Neshoba County
Topic: Field Seminar: Tell It Like It Was and Is Conference

Sunday, June 18th: Rural MS

To be read: Dittmer, John. Local People: The Struggle for Civil Rights in Mississippi, Chapters 1 and 6, pp. 1-18, 116-142,

Bus departs 6:30 am

Time: 6:30-12:00
Location: Bus (drive to Cleveland, MS)
Topic: Video Lab: Mississippi, America

Location: Mississippi Delta Area
Topic: Field Seminar with Charles McLaurin: Tour of MS Delta Region

Time: 1:30-3:00
Location: Sunflower County Freedom Project
Topic: Field Seminar with SCFS Students and Staff

Week Four

Monday, June 19th: Memphis

Drive time to Memphis: 2 hours, 30 minutes (120 miles)

To be read: Blumberg, Rhoda Lois. Civil Rights: the 1960s Freedom Struggle, Chapter 10, pp. 173-190.

Bus departs 9:00 am

Time: 9:00-10:30
Location: Bus
Topic: Video Lab: At the River I Stand

Time: 11:30-1:30
Location: Downtown Memphis
Topic: Field Seminar – National Civil Rights Museum

Tuesday, June 20th: Fort Madison, IA

Drive time to Fort Madison: 7 hours, 45 minutes (470 miles)

To be read: Theoharis, Jeanne F. and Woodward, Komozi. *Introduction*, from *Freedom North*, p. 1-15.

Bus departs 8:00 am

Time: 10:00-12:00
Location: Bus (drive to Fort Madison, IA)
Topic: Video Lab: Civil Rights in Current Media - Bamboozled

Time: 2:00-4:00
Location: Bus
Topic: Video Lab: Civil Rights in Current Media

Wednesday, June 21st: Drive to Minneapolis

Due Today: Oral History Assignment

Wednesday, June 21st, continued

Bus departs 8:00 am

Drive time to Minneapolis: 6 hours, 45 minutes (395 miles)

Time: 10:00-12:00

Location: Bus

Topic: Video Lab: Civil Rights in Current Media

Time: 2:00-4:00

Location: Bus

Topic: Video Lab: Civil Rights in Current Media

Thursday, June 22nd: Twin Cities

To be read: excerpts from *The State of Black America*

Time: 9:00-11:00

Location: MCTC Helland 2500

Topic: Field Seminar with Josie Johnson, longtime civil rights activist, Minneapolis
Cheryl Morgan Spencer, Urban League, Minneapolis

Time: 11:30 AM

Location: MCTC Helland 2500

Topic: Reflection session with Sharifa Charles and Vivian Jenkins-Nelson

Time: 1:30-4:00

Location: MCTC Helland 2500

Topic: Field Seminar with August Nimtz, University of Minnesota

Friday, June 23rd: Twin Cities

Due Today: Final Paper

Time: 9:00-12:00

Location: MCTC Helland 2500

Topic: Field Seminar with Rowzat Shipchandler, Coordinator of Facing Race Initiative, St. Paul
Foundation

Time: 2:00-4:00

Location: MCTC Helland 2500

Topic: Evaluations and Wrap-Up