UNIV 102: “Freedom Ride ABI: Civil Rights, Then & Now”
Spring 2013 | Wednesdays 12:35-1:25 | Cuneo 104

**Faculty**
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**Instructors**
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**Student Leader**
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**Course Description**
Offered in partnership between Campus Ministry and the Department of Student Diversity & Multicultural Affairs (SDMA), the “Freedom Ride ABI: Civil Rights, Then & Now” course and immersion offers students a unique opportunity to explore parallels and connections between the civil rights movement of the 1950s and 1960s and current-day social justice movements. Students will learn about key events and themes of the civil rights movement, study the evolution of the immigration rights, LGBTQ equity, and racial justice movements, and, examine the role of identity and community in social change. This exploration will culminate in a seven-day road trip, inspired by the monumental 1961 Freedom Rides through the Deep South, during which students will visit historical landmarks, educational museums, and community organizations, as well as meet with local community members and leaders. Through this immersion experience, students will gain deeper understanding of how communities can work in solidarity to address current-day injustices and inequities in our country and around the world.

**Course Expectations**
This course is designed as a seminar and will include brief lectures and presentations, short readings and writings, and experiential learning activities. Students are expected to engage, question and reflect on classroom experiences and complete all assignments. Attendance, appropriate participation and active engagement are essential for student success in this course. Because this course is a complement to the ABI trip, the focus will be on preparing students for the immersion experience; thus, exploration of themes and concepts will begin during the course sessions and extend into the trip itself. Note: Students must pass the course in order to participate in the immersion trip experience.

**Learning Outcomes**
After participating in the UNIV102 course and ABI immersion experience, students should demonstrate:
- Increased knowledge of the 1950s and 1960s civil rights movement, and its connections with social justice movements of today
- Ability to articulate how their social identities shape their role in current social justice movements
- Ability to reflect upon and derive meaning from personal and shared experiences
- Ability to utilize critical thinking and analysis skills in generating knowledge and learning
- Interpersonal communication skills to effectively engage in group reflections and discussions
- Social perspective-taking and ability to integrate multiple perspectives to deepen learning and understanding

**Conceptual Framework**
This seminar course and immersion experience is grounded in the belief that the pursuit of social justice and equity requires foundational knowledge in the identity, history, and demography of communities. Also central to this process is an understanding of how systems of power and privilege are created, perpetuated, and dismantled within and across dimensions of social identity. Lastly, and most importantly, is the ability to recognize parallels and intersections among the experiences of different communities, and work in allyship and solidarity with others to effect social change.
Institutional Policies *(language is adapted from the School of Education)*

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Information on academic integrity can be found online at: [http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd](http://www.luc.edu/sswd)

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting](http://webapps.luc.edu/biasreporting)

**Inclusion Statement**
As a collaborative partner in offering the Freedom Ride ABI, SDMA lends it mission statement to also serve as the inclusion statement for the course and immersion experience:

> "The Department of Student Diversity and Multicultural Affairs (SDMA) firmly believes that part of Loyola’s promise to prepare people to lead extraordinary lives requires us to truly be a home for all cultures and people, by embracing all races, sexes, gender identities, religions, ethnic backgrounds, socioeconomic classes, sexual orientations, and abilities. In efforts to educate the Loyola community about the rich diversity of its constituency and the surrounding Chicago communities, SDMA promotes essential values that help sustain this diversity—including respect for others, close personal relationships, effective communication and an engaged concern for the common good."

**Course Readings & Materials**
Readings for the course will be provided to students by the course instructors. In addition, video clips, websites, and news articles will be used as supplementary materials.

**Course Assignments**

**Group Tumblr Blog**
To provide relevance and deeper meaning to this immersion experience, students will examine the connections between the Civil Rights Movement of the 1960s and civil rights issues of today. What parallels exist between the events and activities of each time period? What lessons and strategies can be learned from examining history? In what ways has the fight for social justice evolved over time, and what roles can we play in today’s civil rights movements?
To facilitate our exploration of these questions, students (in groups of 3-4) will select a current civil rights issue and create a Tumblr blog devoted to examining this issue throughout the semester. Each group will share one Tumblr blog, with each group member serving as a contributor. Groups are encouraged to post photos, videos, links to articles, written or video reflections, and other media that relate to the selected civil rights issue and the themes discussed in class.

Current civil rights issues and Tumblr URLs:

1. **Immigration** ([http://freedomabi13-1.tumblr.com](http://freedomabi13-1.tumblr.com))
   - Sample topics: Undocumented immigrants, DREAM Act, Deferred Action for Childhood Arrivals (DACA), refugee resettlement, housing and employment laws, immigration detention, law enforcement and profiling, anti-immigrant legislation (SB1070, HB56, etc.)
   - Last year's URL: [http://freedomabi12-1.tumblr.com](http://freedomabi12-1.tumblr.com)

   - Sample topics: Marriage equality/civil union recognition, hate crimes, adoption and parenting, transgender rights, religion and faith, allyship, housing and employment non-discrimination, LGBT youth, safe schools/anti-bullying, hospital visitation rights, politics and legislation
   - Last year's URL: [http://freedomabi12-2.tumblr.com](http://freedomabi12-2.tumblr.com)

   - Sample topics: Racial profiling and criminal justice, education, public health, media and representation, employment and economy, politics and legislation, hate crimes/discrimination
   - Last year's URL: [http://freedomabi12-3.tumblr.com](http://freedomabi12-3.tumblr.com)

Each student is expected to post the following by each week’s class session:

- **One (1) post on their group’s blog.**
  This should include a description of what’s being posted, and an explanation for why you chose to share this with the class.

- **One (1) comment on their group’s blog AND one (1) comment on another group’s blog.**
  Comments should demonstrate you have read the post, and should include reactions, reflections, or additional questions to stimulate continued dialogue.

To get set up on your group’s Tumblr:

- **If you already have a Tumblr account:**
  - Provide Jason the email address associated with your account, and he will add you as a contributor. You should be able to post to the blog the next time you log in.

- **If you don’t have a Tumblr account:**
  - Provide Jason the email address you would like to use for your account. He will add you as a contributor, which will send you an email prompting you to register for a Tumblr account. Once you complete the registration process, you should be able to post to the blog the next time you log in.

**Group Tumblr Presentations**

Groups will present their learning over the course of the semester to the class during the April 17 class session. These presentations are to be 10 minutes in length, and should summarize the major themes that emerged from the blog and the collective learning the group members gained about their chosen civil rights issue in creating and contributing to the blog.

Suggested prompts:

- What themes emerged from the blog posts and comments?
- What did you personally learn about the blog topic? Are there specific aspects or issues you hope to continue learning about?
• What parallels exist between your blog topic and the events and activities of the 1960s civil rights movement?

Mid-Term and Final Reflection Papers
To help us integrate the various themes we will be exploring in this course, students are to submit two reflection papers – one due at the middle of the semester (February 27), and one due at the end (April 24). These papers are to be at least two pages in length each, and summarize your learning to date. In addition, these reflections should discuss the ways in which you are applying the course content themes to better understand civil rights and social justice.

Suggested prompts:
• Discuss your learning in the course so far. What has resonated with you? What has surprised you? What has challenged you?
• How have the themes of the course shaped your understanding of civil rights and social justice?
• In what ways do you feel this course is preparing you for the immersion trip in May?

Grading
Students can earn a maximum of 150 total points for this course. The distribution of points is as follows:

• Class Attendance (28 points)
  Students earn 2 points for each class session attended, with 1 point deducted for tardiness, for a total of 28 possible points.

• Class Participation (42 points)
  Students earn up to 3 points per class session, based on level of engagement and participation, for a total of 42 possible points.

• Group Tumblr Blog (33 points)
  Students earn up to 3 points for each week’s contribution to the class Tumblr blogs. Blogs will be maintained for 11 weeks, for a total of 33 possible points.

• Group Tumblr Presentation (15 points)
  Students earn up to 15 points for group presentations on their Tumblr blog, which will be evaluated on relevance to chosen civil rights issue, depth of learning demonstrated, effectiveness of communication, and teamwork.

• Mid-Term and Final Reflections (32 points)
  Students earn up to 16 points for each reflection submitted, for a total of 32 possible points.

Grades are determined by the percentage of points students earn out of the 150 possible points. Amounts will be rounded to the nearest percent. Letter grade assignments are as follows:

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Extra Credit
Opportunities to earn extra credit will be announced throughout the semester. To receive credit, students must complete the assignment in full, which will typically involve attending and participating in a campus or local event and submitting a one-page written reflection on what was learned from the experience.
Course Schedule

Week 1 (1/16): Identity, Community & Social Justice

- “The Complexity of Identity” (Tatum)
- Welcome & Introductions
- Overview of Course & Immersion
- Roles & Expectations
- Why “Freedom Ride”?
- Activity: Identity Wheel

Further Reading/Resources
- Book: “Who We Are – And Should It Matter in the 21st Century?” (Younge)
- Book: “Why Are All the Black Kids Sitting Together in the Cafeteria?” (Tatum)

Week 2 (1/23): “Rebuild the Dream”

- Tumblr post and comments
- Loyola’s MLK Day Celebration: Keynote Speaker, Van Jones
  - Attend:
    - 12:00p-1:30p, Kasbeer Hall (Water Tower Campus)
    - OR
    - 5:00p-7:00p, Mullady Theater (Lake Shore Campus)
  - Unable to attend?
    - Watch: “All Are Created Equal”: http://youtu.be/zvGKHAp6VmM
    - Read: “Contract for the American Dream” (Rebuild The Dream)

Week 3 (1/30): Power & Privilege

- Tumblr post and comments
- “White Privilege: Unpacking the Invisible Knapsack” (McIntosh)
- “The Social Construction of Difference” (Johnson)
- Reflections on Van Jones
- Activity: Beads & Bracelets
- Discussion on readings

Further Reading/Resources
- Book: “Privilege, Power, and Difference” (Johnson)
- The Microaggressions Project: http://www.microaggressions.com

Week 4 (2/6): The Civil Rights Movement, Then: 1954-1956

- Tumblr post and comments
- Key Events
  - Brown v. Board of Education
  - Murder of Emmett Till
  - Montgomery Bus Boycott
- Discussion: Social Movements & Mass Media

**Further Reading/Resources**
- Book: “Eyes on the Prize: America’s Civil Rights Years, 1954-1965” (Williams)

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- Tumblr post and comments

- Key Events
  - SNCC
  - Lunch Counter Sit-Ins (Greensboro & Nashville)
  - Freedom Rides
- Discussion: Social Movements & College Students

**Further Reading/Resources**
- Book: “Hands on the Freedom Plow: Personal Accounts by Women in SNCC” (Holsaert et al.)

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**Week 6 (2/20): The Civil Rights Movement, Then: 1963-1964**

- Tumblr post and comments
- “50: Fifty Years Forward”: [50yearsforward.com/history](http://50yearsforward.com/history)
- Pick ONE of the following:

- Key Events
  - Children’s Crusade & Birmingham Bombing
  - “Bloody Sunday” & March from Selma to Montgomery
  - Mississippi Freedom Summer
- Discussion: Social Movements & the Public Psyche

**Further Reading/Resources**
- Footage of Selma-Montgomery march: [youtu.be/T8reaKQgwKg](http://youtu.be/T8reaKQgwKg) & [youtu.be/NS57Syuipas](http://youtu.be/NS57Syuipas)

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**Week 7 (2/27): The Civil Rights Movement: Legacy**

- Tumblr post and comments
- Mid-Term Reflection Paper

- Discussion: Legacy of the 1960s Civil Rights Movement
Week 8 (3/13): Allyship & Solidarity

⇒ Tumblr post and comments
⇒ “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change” (Ayvazian)

- Cycle of Oppression & Cycle of Liberation
- What Does It Mean to Be an Ally?

Further Reading/Resources
- “How To Tell People They Sound Racist”: http://youtu.be/b0Ti-gkJiXc


⇒ Tumblr post and comments

- Today's Racial Justice Issues
  - Education
  - Racial Profiling, Hate Crimes, and Domestic Extremism
  - Housing and Transportation
  - Politics

Further Reading/Resources
- Book: “The New Jim Crow: Mass Incarceration in the Age of Colorblindness” (Alexander)
- Colorlines (website): http://www.colorlines.com

Week 10 (3/27): The Civil Rights Movement, Now: Immigration

⇒ Tumblr post and comments
⇒ Select ONE of the following:
  - “A DREAM A Part”: http://vimeo.com/12126979

- Immigration in the U.S.
  - History
  - Current Issues
- The DREAM Act and the DREAMers

Further Reading/Resources
- “Immigrant rights shouldn’t co-op the civil-rights movement”: http://bit.ly/TCA9ua
- Immigrant Solidarity Network (website): http://immigrantsolidarity.org
- United We Dream (website): http://unitedwedream.org
**Week 11 (4/3): The Civil Rights Movement, Now: LGBTQ Equity**

- **Tumblr post and comments**

- History of the LGBTQ Movement
- Intersections of Identities (e.g., race, gender, class, faith)
- Discussion: Is this the “new” civil rights agenda?

**Further Reading/Resources**
- “Critical Thinking: The Intersection of Race & LGBT Issues”: [http://vimeo.com/54978501](http://vimeo.com/54978501) -
- “We’re Here, We’re Queer, Y’all”: [http://bit.ly/HereQueerYall](http://bit.ly/HereQueerYall)
- Think Progress LGBT (website): [http://thinkprogress.org/lgbt/issue](http://thinkprogress.org/lgbt/issue)
- Gay & Lesbian Alliance Against Defamation (website): [http://www.glaad.org](http://www.glaad.org)

**Week 12 (4/10): Student Advocacy and Activism**

- **Tumblr post and comments**

- History of student activism in U.S. social movements
- Activism at Loyola

**Further Reading/Resources**
- Student Activism (website): [http://studentactivism.net](http://studentactivism.net)

**Week 13 (4/17): Making Connections & Drawing Parallels**

- **Group presentations**

- Group Presentations
- Discussion: Social Movements & Solidarity

**Further Reading/Resources**

**Week 14 (4/24): Testimonials & Reflections**

- **Final Reflection Paper**

- Panel of Past Participants
• Hopes, Anxieties, and Expectations
• Final Trip Logistics

FREEDOM RIDE ABI (5/13-5/19): Civil Rights, Then & Now