



## **FREEDOM SUMMER**

Fall 2019

Tuesdays and Thursdays | 11:00 am – 12:30 pm

AFR 374 D (30155) WGS 340 (44780)

Location: BIO 301

**Instructor:**  
**Dr. Nicole A. Burrowes**

### **Course Description**



This course examines one of the most radical moments in civil rights history—the 1964 Mississippi Project. Widely known as “Freedom Summer,” this civil rights campaign organized a multi-faceted program that challenged white supremacy and racial terror through the establishment of Freedom Schools, voter registration drives, and an alternative political party called the Mississippi Freedom Democratic Party. Even more, Freedom Summer called on Black youth, women and men from the community, many of whom were poor and uneducated, to lead their own movement.

It was during the Freedom Summer campaign that activists considered the merits of non-violence vs. self-defense; the limits of charismatic male leadership; the role of white allies in the struggle for Black freedom; and the meaning of solidarity. In the face of extraordinary violence and economic deprivation, Black Mississippians waged one of the most powerful, yet understudied, movements in civil rights history, and they modeled the maxim that “ordinary people can accomplish extraordinary things.”

Using primary sources, film, music, and scholarly texts, students will explore the 1964 Freedom Summer Project in order to understand diverse struggles, leadership styles, and competing interpretations of what it means to be free. Borrowing directly from the original Freedom School curriculum, students will contemplate the “myths of society” as well as theoretical and conceptual frameworks necessary for the creation of a just society. Students will situate Freedom Summer in the larger context of the Black Freedom Movement in the United States, the Cold War, independence and human rights struggles.

## **Course Flag**

### **Cultural Diversity (CD) Flag:**

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience.

## **Course Material**

### ***Required Text***

Moody, Anne. *Coming of Age in Mississippi*. New York: Dial Press, 1968.

### ***Articles: Listed in Syllabus***

### ***Book Chapters from the following texts:***

Carruthers, Charlene A. *Unapologetic: A Black, Queer and Feminist Mandate for Radical Movements*. Boston: Beacon Press, 2018.

Cobb jr. Charles E. *This Nonviolent Stuff'll Get You Killed: How Guns Made the Civil Rights Movement Possible*. Durham: Duke University Press, 2016.

Dittmer, John. *Local People: The Struggle for Civil Rights in Mississippi*. Champaign: University of Illinois Press, 1995.

Hale, John N. *The Freedom Schools: Student Activists in the Mississippi Civil Rights Movement*. New York: Columbia University Press, 2018.

Holsaert, Faith S. and Martha Prescod Norman Noonan, eds. *Hands on the Freedom Plow: Personal Accounts by Women in SNCC*. Champaign: University of Illinois Press, 2012.

Kaufman, Cynthia. *Ideas for Action: Relevant Theory for Radical Change*. 2<sup>nd</sup> ed. Oakland: PM Press, 2016.

McGuire, Danielle L. *At the Dark End of the Street—Black Women, Rape, and Resistance: A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Alfred A. Knopf, 2010.

Payne, Charles M. *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Berkeley: University of California Press, 1995.

Payne, Charles M. and Carol Sills Strickland, eds. *Teach Freedom: Education for Liberation in the African American Tradition*. New York: Teachers College Press, 2008.

Ransby, Barbara. *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*. Chapel Hill: University of North Carolina Press, 2003.

Taylor, Keeanga-Yamahtta. *How We Get Free: Black Feminism and the Combahee River Collective*. Chicago: Haymarket Books, 2018.

Theoharis, Jeanne. *A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History*. Boston: Beacon Press, 2018.

Umoja, Akinyele Omowale. *We Will Shoot Back: Armed Resistance in the Mississippi Freedom Movement*. New York: New York University Press, 2013.

### ***On-Line Sources***

- SNCC Gateway, Summer 1964 – Freedom Summer  
<https://snccdigital.org/events/freedom-summer/>
- Veterans of the Mississippi Civil Rights Movement  
<http://www.msccivilrightsveterans.com/about-vmcrm.html>
- Civil Rights Movement Veterans Website, Summer Project Documents  
<http://www.crmvet.org/docs/msfsdocs.htm>

### **Course Objectives**

After taking this seminar, students will:

- Identify and critique the key strategies and programs of the Mississippi Summer Project of 1964
- Place Freedom Summer 1964 in broader historical, national, and international contexts
- Deconstruct central concepts such as freedom, civil rights, human rights, democracy, race, gender, citizenship, and non-violence
- Identify many of the myths surrounding the civil rights movement and contemplate how these myths function politically
- Evaluate primary sources and changes in civil rights historiography
- Strengthen research, writing and oratory skills
- Enhance critical thinking and analytical abilities through discussion, collaboration and various types of assignments

### **Evaluation**

Attendance and Participation - 20%

Short Writing Assignments - 20%

Midterm - 20%

Final - 20%

Final Project - 20%

## **Exams**

Exams will be based on the readings for the course, films and class discussions.

Midterm Exam: October 17, 2019 IN CLASS\*

Final Exam Due Wednesday, November 27, 2019 on Canvas @ 11:59pm

\*Make-up exams will not be granted without a doctor's note.

## **Final Project**

Students will work in pairs to produce a high-quality educational podcast. Guidelines will be posted on Canvas.

### *Deadlines:*

Project ideas due: Tuesday, September 10, 2019 (in class)

Project proposal and bibliography due: September 19, 2019 on Canvas @11:59pm

Podcast draft due: Thursday, November 7, 2019 on Canvas @ 11:59pm

Presentations: Tuesday, December 3<sup>rd</sup> and Thursday, December 5<sup>th</sup> (in class)

Final Podcast and research narrative due: Tuesday, December 10<sup>th</sup> at 11:59pm on Canvas

## **COURSE SCHEDULE**

### **MODULE 1 – CIVIL RIGHTS MOVEMENT RE-MIX**

8/29 – R      **Introductions & Course Overview**

9/3 – T      **1964 Freedom Summer and the Black Radical Imagination**

#### Homework Assignment Due:

a) Watch *Eyes on the Prize: No Easy Walk (1961-1963)*

<https://utexas.kanopy.com/video/no-easy-walk>

b) Carruthers, Notes and Chapter 2, “Reviving the Black Radical Imagination”

c) Loretta Ross *New York Times* article

9/5/19 - R      **Re-thinking the Movement I**

#### Assignment Due:

a) Kaufman, Chapter 5 “Theorizing and Fighting Racism,” p. 115-150.

b) Theoharis, preface, “A Dream Diluted and Distorted”

9/10 - T **Catalyst for Change – From Emmet Till to Trayvon Martin**

Assignment Due:

- a) Watch *The Murder of Emmet Till*
- b) Alicia Garza Interview in *How We Get Free: Black Feminism and the Combahee River Collective*
- c) Project idea due

9/12 – R **Re-thinking the Movement II**

Assignment Due:

- a) Theoharis, introduction, “The Political Uses and Misuses of Civil Rights History,” p. 3-27.
- b) *Coming of Age in Mississippi*, Chapters 1-2

9/17 – T **Gender, Leadership, and the Myth of Charismatic (Male) Leadership**

Assignment Due:

- a) *Coming of Age in Mississippi*, Chapters 3-4
- b) *Hands on the Freedom Plow*, excerpt

9/19 – R **\*\*\*Briscoe Center Visit\*\*\***

Assignment Due:

- a) Dittmer, *Local People*, excerpt
- b) Podcast proposal and bibliography due on Canvas @ 11:59pm

9/24 – T **Challenging Traditional Narratives of Passive Resistance**

Assignment Due:

- a) Umoja, Chapter 4: “Local People Carry the Day: Freedom Summer and Challenges to Nonviolence in Mississippi,” p. 83-120
- b) *Coming of Age in Mississippi*, Chapters 5-6

9/26 – R **Challenging Traditional Narratives of Passive Resistance II**

Homework Assignment Due:

- a) Cobb, *This Nonviolent Stuff'll Get You Killed*, excerpt.
- b) *Coming of Age in Mississippi*, Chapters 7-8

## **MODULE 2: MAPPING THE MOVEMENT**

### 10/1 – T      **Freedom Summer Overview**

In-Class Resource: *Eyes on the Prize*, Episode – Mississippi: Is This America?

Assignment Due:

- a) Click on the two links below to read the summaries of the Mississippi Freedom Summer Project.
- b) Take notes on the “key points” to remember about Freedom Summer. How do these summaries differ? Be prepared to discuss in small groups.
- c) After reading these two summaries and taking notes on key points, write 500 words summarizing the Freedom Summer Project.

**“What Was the 1964 Freedom Summer Project,” Wisconsin Historical Society**

**“Freedom Summer,” SNCC Digital Gateway**

### 10/3 – R      **Carver Museum Visit**

Assignment Due:

- a) *Coming of Age in Mississippi*, chapters 9 – 10
- b) Exhibit Review, **Due Sunday, October 6, 2019 @ 11:59pm**

### 10/8 – T      **Movement Organizations: From the NAACP to SNCC (Student Non-Violent Coordinating Committee)**

Assignment Due:

- a) *Coming of Age in Mississippi*, chapter 11-15

### 10/10 – R      **An International Challenge**

Assignment Due:

- b) *Coming of Age in Mississippi*, chapter 15-17
- c) Malcolm X, “The Black Revolution”  
<https://www.youtube.com/watch?v=NPRvOkys4tg>

### **MODULE 3 – RACIAL TERROR IN MISSISSIPPI**

10/15 – T **Introduction to the Mississippi Movement**

Assignment Due:

- a) As you view the film below, create a list of key players featured in the documentary.
- b) Write a reflection paper (approximately 500 words) documenting your reactions to the film. Offer an *analysis* in your reflection.

**Film: *Freedom on My Mind***

- c) *Coming of Age in Mississippi*, Chapters 18-20

10/17 – R **On Lynching and the Gendered Nature of Violence I**

**\*\*In-Class Exam\*\***

Assignment Due:

- a) Payne, Chapter 1, “Setting the Stage,” p. 7-28

10/22 – T **On Lynching and the Gendered Nature of Violence II**

Assignment Due:

- a) McGuire, Chapter 6: “A Black Woman’s Body Was Never Hers Alone,” p. 156-173
- b) *Coming of Age in Mississippi*, Chapters 21-22

10/24 – R **Ella Baker & Community Organizing in the Heart of Dixie**

Assignment Due:

- a) [SNCC Debates Freedom Summer](#), SNCC Digital Gateway
- b) Payne, Chapter 8: “Slow & Respectful Work: Organizers and Organizing,” p. 236-264

## **MODULE 4 – REDEFINING EDUCATION: THE ROLE OF FREEDOM SCHOOLS**

### 10/29 – T      **Freedom Schools Overview**

Assignment Due:

- a) Charlie Cobb, “Organizing Freedom Schools” p. 69-74
- b) Hale, *The Freedom Schools*, excerpt

### 10/31– Th      **Education for Liberation I**

Assignment Due:

- a) *Coming of Age in Mississippi*, Chapters 23-26
- b) Read pages 1 – 10 in your assigned “Expert Group” package. Review the study questions on page 2.
- c) Take notes on the main ideas and key points you would share with the group and teach to others.

- Expert Group 1: Origins of Freedom Schools
- Expert Group 2: Teachers of Freedom Schools
- Expert Group 3: Students of Freedom Schools
- Expert Group 4: Freedom School Curricula

### 11/5 - T      **Education for Liberation II**

Assignment Due:

- a) *Coming of Age in Mississippi*, Chapters 27-28
- b) Read pages 10 – 15 in your assigned “Expert Group” package. Review the study questions on page 2.
- c) Take notes on the main ideas and key points you would share with the group and teach to others.

- Expert Group 1: Origins of Freedom Schools
- Expert Group 2: Teachers of Freedom Schools
- Expert Group 3: Students of Freedom Schools
- Expert Group 4: Freedom School Curricula

### 11/7 – R      **Community Visit - TBA**

Assignment Due:



- a) Read, “[Responses from Freedom School Students to the Burning of Their School](#)”
- b) Read, “Mississippi Declaration of Independence.”
- c) Podcast written draft due on Canvas@11:59pm

**MODULE 5 – CHALLENGING THE POLITICAL SYSTEM:  
THE MISSISSIPPI FREEDOM DEMOCRATIC PARTY**

11/12 – T      **The Mississippi Freedom Democratic Party**

Assignment Due:

- a) View *Freedom Summer* Documentary and take notes
- b) Write a 500-word review of documentary
- c) Read Victoria Gray Adams, “They Didn’t Know the Power of Women,” p. 230-239 in *Hands on the Freedom Plow: Personal Accounts by Women in SNCC*, edited by Faith S. Holsaert and Martha Prescod Norman Noonan.

11/14 – R      **A Radical Vision of Democracy**

Assignment Due:

- a) Barbara Ransby, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*, Chapter 11: “The Mississippi Freedom Democratic Party and the Radical Campaigns of the 1960s and 1970s,” p. 330-356
- b) *Coming of Age in Mississippi*, Chapters 29-30

11/19 – T      **International Connections**

Assignment Due:

- a) Fannie Lou Hamer, “[I am Sick and Tired of Being Sick and Tired](#)”
- b) Malcolm X, “With Mrs. Fannie Lou Hamer.”
- c) When reading both of these primary sources, keep notes about the names you encounter.

**MODULE 6: FREEDOM VISIONS**

11/21 – R      **“What We Want”: Then and Now**

Assignment Due:

- a) Stokely Carmichael, "Power and Racism: What We Want," (1966) reprinted in *The Black Scholar*, Vol. 27, no. ¾ (Fall/Winter 1997): 52-57.
- b) "Black Panther Party Platform, Program, and Rules (1966)," History is a Weapon Website  
Link: <http://www.historyisaweapon.com/defcon1/bpp.html>
- c) Black Radical Congress Freedom Agenda, April 17, 1999  
Link: <http://eblackstudies.org/brc/aboutus/freedomagenda.html>
- d) Movement for Black Lives Policy Platform, "A Vision for Black Lives"  
<https://policy.m4bl.org>

11/26 – T      **Contemporary Freedom Summers**

Assignment Due:

- a) Watch Detroit Summer Video:  
<https://www.youtube.com/watch?v=CR42kBKLyCk>
- b) Robin D.G. Kelley, "Another Freedom Summer," *Journal of Palestinian Studies* 44, no. 1 (Autumn 2014): 24-41.
- c) Nicole Burrowes, "Building the World We Want to See: A Herstory of Sista II Sista and the Struggle Against State and Interpersonal Violence," *Souls: A Critical Journal of Black Politics, Culture and Society* 20, no. 4 (October – December 2018)

**\*\*Final Exam Due Wednesday, November 27, 2019 on Canvas @ 11:59pm\*\***

**\*\*THURSDAY 11/28/19 – NO CLASS - HOLIDAY\*\***

12/3 – T      **PODCAST PRESENTATIONS**

Assignment Due:

- a) Barbara Ransby, "Ella Taught Me: Shattering the Myth of the Leaderless Movement" <https://www.colorlines.com/articles/ella-taught-me-shattering-myth-leaderless-movement>

12/5 – R      **PODCAST PRESENTATIONS**  
**LAST DAY OF CLASS**

**FINAL PODCAST AND RESEARCH NARRATIVE DUE:**

**Tuesday, December 10th at 11:59pm**

**\*No late projects will be accepted**

## POLICIES AND RESOURCES

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### *Policy on absences*

More than two absences will negatively affect your grade. If you are late three times, it will be counted as an absence. If for some reason, you will miss class or are running late, please let me know. To receive an excused absence, you should email me in advance for my approval or in the event of illness, email a medical note. Even if you do not attend class, you are required to respond to online discussions.

### *Readings and Electronic Device Policy*

Please bring your readings to class, we will use them. Electronic devices will not be permitted in class. Readings will be posted on Canvas at least one week prior to class.

### *Policy on late work*

Assignments should be turned in on time. Points for late work will be deducted on a daily basis. If the assignment specifies that no late papers will be accepted, that is the policy for that assignment.

## University Policies

### *Student Accommodations*

Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

- Please request a meeting with me during the first two weeks of the semester to discuss any accommodations.
- Please notify me as soon as possible if the material being presented in class is not accessible.
- Please notify me if any of the physical space is difficult for you.

### *Religious Holy Days*

By UT Austin policy, **you must notify me of your pending absence at least fourteen days prior** to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

### *Q Drop Policy*

If you want to drop a class after the 12th class day, you will need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### *Academic Integrity*

Each student in the course is expected to abide by the University of Texas Honor Code:

**“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”**

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work.

**Always cite your sources.** If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT’s Academic Integrity Policy which can be found at the following web address: <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>

### **University Resources for Students**

This university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes.

#### ***The Sanger Learning Center***

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

#### ***The University Writing Center***

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students’ resourcefulness and self-reliance.

<http://uwc.utexas.edu/>

#### ***Counseling and Mental Health Center***

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students’ academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/>

#### ***Student Emergency Services***

<http://deanofstudents.utexas.edu/emergency/>

#### ***ITS***

Need help with technology? <http://www.utexas.edu/its/>

#### ***Libraries***

Need help searching for information? <http://www.lib.utexas.edu/>

### ***Canvas***

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

### **Important Safety Information**

#### ***BCAL***

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

#### ***Evacuation Information***

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)