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Survey of American History
African-American Studies

As a result of this workshop, both my current course syllabi for my "Survey of American History" class and for my African-American Studies classes will be modified as follows:

- Main focus on "ordinary people doing extraordinary things" and "How they found their voice"
- Make the "Movement " as relevant to each group of students as possible, i.e., do you have children?
- Whenever possible have students "role-play" by assuming a different persona, i.e., examine from the perspective of a SNCC worker, from a white segregationist, etc.,
- Stress constitutional violations
- Give oral interviewee assignments based on either the student's history or upon local history
- Bring in oral history and panel discussions into the classroom
- Assign more primary source materials
- Research history of Knoxville Civil Rights Movement, i.e., Beck Cultural Center
- Incorporate more of "my story" into Civil Rights history to make it seem more contemporary
 - youngest of twelve children
 - attended a segregated two-room schoolhouse
 - part of a group of less than ten who integrated the local elementary schools
 - did not arrive in a group, it was just me and my mother
 - how my mother broke up a Ku Klux Klan meeting.
 - 80-year-old one-eyed dentist who belonged to local "White Citizen's Council"
 - neither parent had more than a sixth grade education, but sent kids to college
 - write and publish my story
 - examine the "theme of Civil Rights autism" not just Montgomery to Memphis.
 - as Charles Payne indicated, don't just "tell the story" but discuss the structure that frame these theories
 - mentor at least one female student at Pellissippi