

Virginia Commonwealth University
Department of African American Studies (AFAM)

AFAM 491:
SERVICE LEARNING AND CIVIL RIGHTS MOVEMENT IN VIRGINIA
SPECIAL TOPIC: Desegregation & Massive Resistance
Spring 2012

INSTRUCTORS: Adjunct Instructor Mark A. Bolden, Ph.D. Email: BoldenM@vcu.edu Office Hours: By Appointment only	Credit Hours: 3 undergraduate credits Class Meeting Day/Time/Location: Fridays 1p-3:50p Dept AFAM Downstairs Conference Room
Department of African American Studies Office Phone: 804-828-1384 Office FAX: 804-828-1665	Teaching Assistants/Co-Instructors Nathasha Cole, BA colenn@vcu.edu Hassan Pitts, MFA pittsh@vcu.edu Nangula Shejvali, BA shejavalina@vcu.edu

COURSE DESCRIPTION AND GOAL:

This is a service learning course that has as a primary goal of the production of a completed set of and transcribed video recorded interviews that will be submitted as Phase 1 of a multi-phase Oral History Project on the impact of Massive Resistance on Virginia residents. Students will be trained in oral history data collection and video production in order to conduct the interviews. Students will be expected to conduct and transcribe a minimum of 3-5 interviews with key informants who experienced Massive Resistance. Students will participate in the interviews as group members in conjunction with the Teaching Assistants and Co-instructors. Students will be engaged in didactic and experiential classroom discussions, exercises and trainings that are intended to cultivate knowledgeable, competent interviewers and oral historians. Students will be expected to identify, read, and share primary source materials related to the Civil Rights and Massive Resistance in Virginia in addition to those included in the reference list.

Student Learning Outcomes: Specific skills and competencies to be learned and demonstrated include, among others:

- The ability to identify and describe the use of core micro-counseling skills and interventions as oral historians, including attending, listening, rapport building, empathy, exploration, and perspective enhancing.
- Demonstrate a working understanding of the stage-specific interview model by describing interviewer *aims and activities* associated with the “beginning,” “middle” and “end” of the interview stages.
- Demonstrate informed application of a range of core micro-counseling skills in a relatively uncomplicated, structured counseling interview.
- Demonstrate ability to establish effective rapport and promote a collaborative climate for triggering memories and probing into past experiences that may be painful and promote reflection and

- Recognize and respond sensitively to elements of cultural diversity in the interview dyad.
- Demonstrate awareness and compliance with standards of ethical conduct in accordance with the Oral Historian Code of Ethics.
- Demonstrate commitment to personal and professional development through collaborative classroom learning and dialogue, personal reflection, thoughtful and honest self-appraisal, service, and use of constructive feedback.
- Develop awareness of the historical and political dimensions of science, historiography, and its methods
- Assume responsibility for constructing knowledge and application
- Kindle curiosity about the meaning of peoples' experiences, including our own
- Develop observational skills, including a readiness to scrutinize and re-frame the obvious
- Learn to honor complexity and paradox
- Learn to see people within their *socio-cultural, political, historical, developmental and narrative contexts*
- Pursue important and meaningful questions, responsibly;
- Develop critical consciousness
- Learn to communicate ideas well, both formally and informally, with an imaginative openness to dialogue and critique;
- Develop a broadly humane vision of inquiry, civil rights knowledge, and service-activism;
- Learn to document and evaluate the research process

AFAM SERVICE-LEARNING

Service-learning opportunities for VCU students place VCU on the front wave of a relatively new concept in higher education. Through service-learning, students are provided with opportunities to serve in the larger community that surrounds our institution. In the process, positive linkages between the university and its community are enhanced. Through student engagement via community based service-learning in content areas related to the course, students gain a better understanding of how educational policies, discrimination, de/segregation, and legal history affect populations and individuals in Virginia. Class time will be allotted for student discussion and reflection of their work in the community as part of the service-learning component of the course. Students will work with community, legal, historical, and educational community partners. Students will conduct, write and present a formal individual community assessment upon the completion of the course.

What are the benefits of taking a service-learning course?

Because this course is designated as a service-learning course, you are required to do service learning activities and to meet all requirements associated with your service-learning efforts.

Service-learning has a number of benefits to students:

1. Service-learning ties classroom instruction and community service together into a comprehensive whole, enriching the learning experience.

2. Service-learning provides the opportunity to learn from a community while contributing your own efforts to meet a shared goal. Service-learning helps students develop knowledge, skills, and values for active involvement in communities in the future, qualities desirable for public health professionals.
3. Service-learning looks good on a resume/CV, showing student involvement in a real world setting, contributing to the needs of a community.
4. Through service-learning, you will:
 - a. Meet new people, find yourself in new situations, and perhaps even experience some unease as you are removed from your every day environment, all of which will provide a learning experience.
 - b. Learn about developing community collaborations and partnerships, knowledge valuable to public health professionals.
 - c. Make a difference in a community through your participation.

UNIVERSITY POLICIES

1. VCU Email Policy
2. VCU Honor System: Plagiarism and Academic Integrity
3. Student Conduct in the Classroom
4. Students with Disabilities
5. Statement on Military Short-Term Training or Deployment
6. Excused Absences for Students Representing the University
7. Campus Emergency Information
8. Important Dates
9. VCU Mobile
10. Class registration required for attendance

1. Email Policy

Electronic mail or "email" is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the University as needed. Mail sent to the VCU email address may include notification of University-related actions, including disciplinary action. Please read the policy in its entirety: <http://www.ts.vcu.edu/kb/3407.html>

2. VCU Honor System: Plagiarism and Academic Integrity

The VCU honor system policy describes the responsibilities of students, faculty, and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to his policy, "members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

Agree to be bound by the Honor System policy and its procedures;

Report suspicion or knowledge of possible violations of the Honor System;
Support an environment that reflects a commitment to academic integrity;
Answer truthfully when called upon to do so regarding Honor System cases, and,
Maintain confidentiality regarding specific information in Honor System cases.
Most importantly, “All VCU students are presumed upon enrollment to have acquainted themselves with and have an understanding of the Honor System.” (The VCU INSIDER, VCU Honor System 131-132).
The Honor System in its entirety can be reviewed on the Web at http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf or it can be found in the 2011-12 VCU Insider at <http://www.students.vcu.edu/insider.html>

In this class, because coursework will be collaborative at times, particular issues of integrity arise. You should not copy or print another student’s work without permission. Any material (this includes IDEAS and LANGUAGE) from another source must be credited, whether that material is quoted directly, summarized, or paraphrased. In other words, you should respect the work of others and in no way present it as their own.

3. Student Conduct in the Classroom

According to the VCU Resource Guide, “The instructional program at VCU is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studies, and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with their [sic] customary instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to serve these objectives. If a student believes that the behavior of another student is disruptive, the instructor should be informed.” Among other things, cell phones and beepers should be turned off while in the classroom. Also, the University Rules and Procedures prohibit anyone from having “...in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university...” See <http://www.students.vcu.edu/rg/policies/rg7conductguide.html> and the VCU Resource Guide for more information: <http://www.students.vcu.edu/insider.html>

Certainly the expectation in this course is that students will attend class with punctuality, proper decorum, required course material, and studious involvement.

The VCU Resource Guide contains additional important information about a number of other policies with which students should be familiar, including Guidelines on Prohibition of Sexual Harassment, Grade Review Procedure, and Ethics Policy on Computing. It also contains maps, phone numbers, and information about resources available to VCU students. The VCU Resource Guide is available online at the link above or through the Division of Student Affairs.

4. Students with Disabilities

SECTION 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require that VCU provide an “academic adjustment” and/or a “reasonable accommodation” “to

any individual who advises us of a physical and/or mental disability. To receive accommodations, students must declare their need for disability-related accommodations with the Disability Support Services Office (DSS). The DSS office is located in the Student Commons, Room 102. The office phone numbers 828-2253. The Director of Disability Support Services is Joyce Knight. More information is available at the Disability Support Services webpage: <http://www.students.vcu.edu/dss/>

If you have a physical or mental impairment that requires an academic adjustment or accommodation, arrange a meeting with me at your earliest convenience. Additionally, if your coursework requires you to work in a lab environment, you should advise me or department chairperson of any concerns you may have regarding safety issues related to your limitation(s). This statement applies not only to this course but also to every other course in this University.

5. Statement on Military Short-Term Training or Deployment

Military students may receive orders for short-term training or deployment. These students are asked to inform and present their orders to their professor(s). For further information on policies and procedures contact Military Service at 828-5993 or access the corresponding policies at <http://www.pubapps.vcu.edu/bulletins/about/?Default.aspx?uid=10096&iid=30704and> <http://www.pubapps.vcu.edu/BULLETINS/undergraduate/?uid=10096&iid=30773>.

6. Excused Absences for Students Representing the University

Please be aware that students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes will give you their schedule in the beginning of the semester. The Intercollegiate Athletic Council (IAC) strongly encourages you to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges you to work with the students to make up the work or exam.

7. Campus Emergency information

1. What to Know and Do To Be Prepared for Emergencies at VCU: Sign up to receive VCU text messaging alerts (<http://www.vcu.edu/alert/notify>). Keep your information up-to-date. Within the classroom, the professor will keep her phone on to receive any emergency transmissions.
2. Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
3. Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor's instructions.
4. Know where to go for additional emergency information (<http://www.vcu.edu/alert>).
5. Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

8. Important Dates

Important dates for the Spring 2012 semester are available at:
http://academiccalendars.vcu.edu/ac_fullViewAll.asp?term=Spring+2012
http://academiccalendars.vcu.edu/ac_fullViewAll.asp?term=Spring+2012

9. VCU Mobile

The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smart phone or for more information, please visit <http://m.vcu.edu/http://m.vcu.edu/>.

10. Class registration required for attendance

Please remember that students may only attend those classes for which they have registered. Faculty may not add students to class rosters. Therefore, if students are attending a class for which they have not registered, they must stop attending.

SPECIFIC COURSE REQUIREMENTS

Grading and Evaluation

To earn an A, students must have participated actively and in an informed manner in class discussions. All assignments must have been turned in on time and the quality of work must be exceptional.

A	100-95	B-	83-80
A-	94-90	C+	79-77
B+	89-87	C	76-75
B	86-84	F	74 & below

Final grades will be calculated and based on the following:

Attendance & Participation	100 points
Self-Evaluation	
Initial	25 points
Mid-term	25 points
Final	50 points
Videotaped Transcribed Interview 1	50 points
Videotaped Transcribed Interview 2	50 points
Videotaped Transcribed Interview 3	100 points
Total: 400 pts.	

(1) **Attendance and Participation (100 points):** Given the experiential and service-based nature of the course your *full participation* in class discussions, trainings, and field experiences activities, as well as *prompt and regular attendance* is expected. Students will earn up to 6.25 points per class for a total of 100 points per semester. If a student is absent for any reason, the student understands that they forfeit their points on their missed day(s). All activities in this course are designed to develop the student into a becoming an effective, action-oriented oral history data collector. Being timely, prepared and active is a critical part of that process.

- a. Students are encouraged to participate actively and learn from each other. The classroom environment will support the development of trust, mutual respect, community spirit, and confidentiality. **Students are responsible for all reading assignments and should be prepared to discuss the major issues in class and participate fully in each session.** Students will maintain their participation points by being prepared, and by actively participating in the class. Students demonstrating that they are not prepared for class discussion will have points deducted from their class participation points.
- b. **Attendance will be checked each class meeting.** Students missing a class are held responsible for the material covered. It is strongly suggested that if a student will miss a class that the instructor is emailed; however, this does not mean that an absence will be excused and they will still forfeit their points. In the case of a death in the family, the student may be requested to submit the appropriate documentation and the instructor will likely excuse the student. If you use a computer to take notes, chatting, surfing the internet, and other personal uses are prohibited. Any such personal communication during class will incur a deduction in your participation grade.

All written assignments MUST be turned into Dr. Bolden via BLACKBOARD or email on the date they are due by the beginning of class.

(2) **Initial Self-Evaluation and Establishment of Learning Goals (25 points):**

This course will emphasize the importance of process in structure and content, and students are encouraged to attend to their own learning processes along the way. For this assignment, you are required to write a 2-3 page typed, double-spaced paper, that describes (a) your initial evaluation of yourself related to service-learning and (b) your learning goals for the semester. The self evaluation should first identify the skills you believe are essential for a successful service-learning student and oral historian, and then describe your current developmental level in those skills. You may have some prior experience in oral history and service-learning and can use that in discussing your skill level, but this prior experience is neither required nor expected. With respect to your learning goals, please identify two or three goals for yourself over the semester. What would you like to learn? Why? How do you think you might go about acquiring those skills? Consider your own personal learning style. Also consider that this class is experiential, and discuss any expectations you have of what that process will entail.

(3) **Mid-term Self-Evaluation (25 points):**

For this assignment, you are required to write a 2-3 page typed, double-spaced paper, that describes (a) your mid-term evaluation of the class related to service-learning, (b) your progress through this point in the semester, and (c) your response to the readings, videos, primary documents, and lectures.

(4) **Video-recorded Oral History Interviews**

Students are required to submit THREE video-recorded oral history interviews (see details below). Students will work in small groups of 3, and will take turns serving in different capacities as videographers, transcribers, and interviewers along with the adjunct instructors who will serve as team leaders. Interviews will be scheduled by Mrs. Brenda Edwards, Senior Research Associate for the General Assembly. Students are expected to provide their own transportation to and from the interviews. Students will be expected to use a scanner to digitize pictures or other primary documents that the interviewees may share. Students will be given recording and photographic equipment as well as a scanner. However, students will need to bring flash drives to transfer the videos from the camera and digitized files.

Videos **MUST** be brought to class on the day they are due. Late assignments will NOT be accepted. *****

(3a). The **first video** (50 points, 10 of which are the verbatim transcript of the interview) will allow students to develop their scripts and technical aspects of recording video; the emphasis for this first assignment should be on establishing a technically sound interview, which includes introducing the project, reviewing the voluntary nature of the interview, asking questions and probes appropriately, providing closure or an additional interview appointment for continuation of the interview, practice of active listening skills, i.e., attending and reflecting. We will discuss these skills in class and you will have a theoretical and practical understanding of them before conducting the first interview. Because listening serves as a foundation for all other interviewing skills, we will devote considerable time and practice to improving your ability to attend closely and reflect back to your interviewee.

(3b). The **second videotaped session** (50 points, 10 of which are the verbatim transcript of the interview) the interviewer will demonstrate the use of the oral historian skills and the intentional counseling skills of the Basic Listening Sequence (e.g., attending behavior, open and closed questions, encouragers, paraphrases, clarification statements, reflections of feeling and content, and summarizations).

(3c). The **third video** (100 points, 25 of which are the verbatim transcript of the interview) should be completed later in the semester, after you have had a chance to further learn and develop acute oral history skills. You will continue to build your skills in listening and questioning, but the third session will also afford you the chance to experiment with several new skills, e.g., the use of imagery and the incorporation of history. However, be aware that these skills are used minimally in initial interviews: the focus across videotapes should be on basic skill development in *listening* and *questioning as developing oral historians*.

A required part of the interviews is that you transcribe the entire interview and submit the transcript to the instructor, along with the interview files. Transcripts must be typed verbatim. This interview will not be accepted without a transcript.

Prior to recording your sessions you are *strongly* encouraged to familiarize yourself with the recording equipment and record a few minutes of practice material to ensure that the equipment is functioning properly. Please see the criteria for effective interviews.

Please also remember that all disclosures, whether made in experiential role-plays, during interviews, or classroom discussion, are subject to strict confidentiality and adherence to ethical guidelines. Discussing the contents of recorded interviews and role-plays and sharing identifying information outside of the classroom is unethical. Please use initials when transcribing the sessions. You must insure safekeeping of your videos at all times. When submitting your assignments place your DVD/files (properly labeled) in a large sealed envelope with your name on the outside, and hand it in to your instructor in class on the date it is due.

Students must purchase their own recording media (mini-DVDs/flash drives). You are responsible for the quality of the interview media file. If it cannot be heard, you will have to resubmit the assignment and may receive a reduced score.

The instructor reserves the right to require that student(s) participate in an individualized video-review session or submit additional DVDs to ensure s/he is meeting minimum professional development requirements. In addition, some students may not be appropriate for interviewing a given interviewee depending upon their interview needs.

Criteria for a successful video recorded interview:

- 1) All necessary equipment preset, accounted for and in working order
- 2) Appropriate camera settings in place and white card on hand for White balance
- 3) Microphone level checked on subject
- 4) Acquire A/V statement of name and permission to use sound and voice for specified purpose
- 5) Subject should be well lit
- 6) Environment should be as free from sonic distraction as possible. Use appropriate microphones for the situation (boom, lapel, etc.)
- 7) Video camera must be on tripod locked down
- 8) Subject should be instructed to repeat the question before answering it.
- 9) Interviewer should be familiar enough with scope of questions to readdress vague answers or lead subject to elaborate on more on topic.
- 10) Upon completion of all interview activity the following should happen:
 - a) Confirmation of recordings on spot.
 - b) All gear accounted for and packed.
 - c) All files offloaded, logged and backed up.
- 11) Import all footage in to Final Cut Pro
- 12) Edit clips in an appropriate manner using the tools learned in class
- 13) Use titles and other text to identify and differentiate end file from one another.

14) Export end clips in the appropriate format and size depending on end use (DVD, Youtube.com, Vimeo, etc.)

(4) Final Reflection Paper (50 points)

The final reflection paper should be four to five pages, typed and double-spaced. This paper is intended to help you reflect on your evolving awareness of yourself as a maturing oral historian of Massive Resistance. It should include:

- (a) a revisiting of your initial self-evaluation and an assessment of your progress over the semester;
- (b) incorporate your learning and reflection from the interviews;
- (c) a discussion of your progress towards the learning goals you initially established at the beginning of the semester. Consider whether you learned what you wanted to, if there were things you wanted to learn that you did not, and what you learned that you did not anticipate learning;
- (d) the strengths you bring to the interview process, and ideas or plans for further professional and personal development that will build on your strengths; and
- (e) identify areas in which you need to grow or improve.
- (f) recommendations for future classes
- (g) identify how the interviews impact your own understanding of civil rights history and Massive Resistance and have or have not transformed your worldview

CLASS SCHEDULE AND ASSIGNMENT CALENDAR*

	DATE	TOPICS	READINGS	ASSIGNMENTS
1	Friday, 1/20/12	Introductions & course expectations Syllabus Review Initial assignment Massive Resistance History	View Film on Massive Resistance in Class Guest Lecture: Mrs. Brenda Edwards (History and Survivors of Massive Resistance)	
2	Friday, 1/27/12	Massive Resistance History Introduction to Oral History Research	Winston (2009) Massive Resistance Massive Resistance: Freedom of Choice Book Chapter Oral History Brill, A. (2006). Brown in Fayetteville Allen, J. & Daugherty, B. (2006) Boyce, C. & Palena <i>Lecturers Bolden & Pitts</i>	Self-assessment assignment due In class exercise: Create Questions for Interview with Family Members
3	Friday, 2/3/12	Intro to Counseling Skills/Interviewing	Doyle, M. C. From Desegregation to resegregation Horsthemke, K. (2009) <i>Lecturers Bolden and Cole</i>	In class exercise: Practice Interviewing Skills
4	Friday, 2/10/12	Ethics of oral history work Ethics and Medicine Ethics and Oral History Ethics and Research	Denis (2005) Hlongwane (2007) Boyce, C. & Palena, N. (2006). Articles by Sinomlando Staff: Makiwane and Ntsimane <i>Lecturers Bolden and Shejvali</i>	In class discussion: Ethics and Medicine Ethics and Oral History Ethics and Research
5	Friday, 2/17/12	Memory Work & Oral History Training Sinomalando Staff	Guest Lecturers from South Africa** Mr. Radikobo Ntsimane & Ms. Nokhaya Makiwane Stephenson, N., & Kippax, S. (2008) Sinomlando Readings: Dennis; Ntsimane; Makiwane Hergenrather, K. C. Rhodes, S. C., Cowan, C. A., Bardhoshi, G., & Pul, S. (2009). Allan & Allan (2000)	In class exercises River of Life Memory Boxes
6	Friday, 2/24/12	Review week	<i>Lecturers Shejvali and Cole</i>	Review your notes and all of the articles Conduct Mock Interviews
7	Friday, 3/2/12	Videographer & photography training	<i>Lecturer Pitts</i>	Mid-term self-evaluation due Submit Mock Interviews
8	Friday, 3/9/12	Mock Interviews	Bennefield, R. M. (2005). <i>Facilitators Cole, Pitts and Shejvali</i>	Mock interview feedback

9	Friday, 3/16/12	SPRING BREAK		No Class Spring Break
10	Friday, 3/23/12	Field work – supervision	Eskridge, S. K. (2010) Winston, B. V. (2009) <i>Facilitators Cole, Pitts and Shejavali</i>	Video 1 Due Bring Interviews to Class
11	Friday, 3/30/12	Field work – supervision	Ortiz, P. (2007). Behind the veil <i>Facilitators Cole, Pitts and Shejavali</i>	In class exercise
12	Friday, 4/6/12	Progress report (total group)	Ware, L., & Gamber, F. (2004)	Video 2 Due Bring Interviews to Class
13	Friday, 4/13/12	Field work – supervision	Lewis, G. (2006)	In class exercise
14	Friday 4/20/12	Field work – supervision		Final session video due In class exercise
15	Friday, 4/27/12	Wrap Up		Final self-reflection due In class exercise
16	Friday, 5/4/12	Finals		

*Schedule subject to change. Additional readings will be assigned. In most cases, these readings will be posted on Blackboard at least 1 week prior to class.

****Students must not miss this class. Our guest lecturers will be here from South Africa. Students may be required to attend additional lectures during that week.**

Reference List

(Primary Documents Will be Posted on Blackboard Courtesy of Mrs. Brenda Edwards, Senior Research Associate, Division of Legislative Services, General Assembly)

Massive Resistance/Civil Rights/Reconstruction/South Africa

- Allan, A., & Allan, M. M. (2000). The South African Truth and Reconciliation Commission as a Therapeutic Tool. *Behavioral Sciences and the Law*, 18, 459-477
- Allen, J. & Daugherity, B. (2006). Recovering a “Lost” Story Using Oral History: The United States Supreme Court’s Historic *Green v. New Kent County, Virginia*, Decision. *The Oral History Review*, 33, 2, 25–44
- Bennefield, R. M. (2005). State regrets school closings. *Crisis*, Nov/Dec, 112, 6,
- Brill, A. (2006). Brown in Fayetteville: Peaceful Southern School Desegregation in 1954. *The Arkansas Historical Quarterly*, LXV, 4, Winter, 337-359.
- Doyle, M. C. From Desegregation to resegregation: Public schools in Norfolk, Virginia 1954-2002. *Journal of African American History*, Winter/Spring, 90, 1/2, 64-83
- DuBois, W. E. B. (1935). Black reconstruction in America 1860-1880. New York, NY: The Free Press
- Emanuel, A. S. (19). Forming the historic fifth circuit: The Eisenhower years. *Texas Forum on Civil Liberties and Civil Rights*, 6, 2,233-259.
- Eskridge, S. K. (2010). Virginia's Pupil Placement Board and the Practical Applications of Massive Resistance, 1956-1966. *Virginia Magazine of History & Biography*, 118, 3,
- Gibson, N. C. (2008). Upright and free: Fanon in South Africa, from Biko to the shackdwellers’ movement (Abahlali baseMjondolo). *Social Identities*, 14, 6, 683-715
- Horsthemke, K. (2009). The South African higher education transformation debate: culture, identity and ‘African ways of knowing’. *London Review of Education*, 7, 1, 3–15
- James, M. E. (2008). Freedom of Choice. In (M. E. James, ed.) *Conspiracy of the good: Civil rights & the struggle for community in two American cities, 1875-2000*, pp. 311-343
- Joiner, L. L. *Crisis*, May/Jun2004, Vol. 111 Issue 3, p36-39
- Lewis, G. (2006). Virginia's northern strategy: Southern segregationists and the route to national conservatism. *The Journal of Southern History*, LXXII, 1, February, 111-146.
- Miller, H. H. *Harvard Business Review*, Jul/Aug60, Vol. 38 Issue 4, p75-88

Ortiz, P. (2007). Behind the veil. *Radical History Review*, 97 Winter, 111-117

Ware, L., & Gamber, F. (2004). The Unfulfilled promise: The Hopes and dreams of equal education for African American children never materialized. What Happened? *Crisis*, May/June, 111. 3, 40-43.

Winston, B. V. (2009). Massive Resistance, *Crisis*, 116, 3, 28-34.

Oral History/Qualitative Methodology

Boyce, C. & Palena, N. (2006). Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input. Pathfinder International Tool Series. Monitoring and Evaluation – 2.

Cresswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. (2nd Edition). Sage.

Crinson, M. (2001). Nation-building, collecting, and the politics of display. *Journal of the History of Collections*, 13, 2, 231-250.

Denis, P. (2005). (Ed.) never too small to remember: Memory work and resilience in times of AIDS. Pietermaritzburg, South Africa: Cluster Publications:

Donaldson, S. V. (2008). Telling forgotten stories of slavery in the postmodern South. *The Southern Literary Journal*. 40, 2, 267-283.

Gardner, P. (2003). Oral history in education: teacher's memory and teachers' history. *History of Education*, 32, 2, 175-188.

Gates, R. L. (1962). *The Making of mass resistance: Virginia's politics of public school desegregation (1954-1956)*: Chapel Hill

Hergenrather, K. C. Rhodes, S. C., Cowan, C. A., Bardhoshi, G., & Pul, S. (2009). Photovoice as community-based participatory research: A qualitative review. *American Journal of Health Behavior*, 33, 6, 686-698.

Hlongwane, A. K. (2007). The mapping of the June 16 1976 Soweto student uprisings routes: past recollections and present reconstruction(s). *Journal of African Cultural Studies*, 19, 1, 7-36.

Janesick, V. J. (2003). *Stretching? Exercises for Qualitative Researchers*. Thousand Oaks, CA: Sage.

K'Meyer, T. E. (1998). "'It's not just common sense': a blueprint for teaching oral history." *The Oral History Review*, 25, 1-2, 35-

K'Meyer, T.E., & Crothers, A. G. (2007). "If I see some of this in writing, I'm going to shoot you": Reluctant narrators, taboo topics, and the ethical dilemmas of the oral historian. *The Oral History Review*, 34(1), 71-71.

Nystrom, E. A. (2002). Remembrance of things past: Service learning opportunities in U.S. history. *The Oral History Review*, 29, 2, 61-68.

Philippe, D. (2007). The ethics of oral history in South Africa. *ESARBICA Journal. Journal of the Eastern and Southern Africa Regional Branch of the International Council of Archives* 26, 113-132.

Raiford, L. (2009). Photography and the practices of critical Black memory. *History and Theory, Theme Issue* 48, December, 112-129.

Richardson, D. Reconstructing a community with oral history. *The Oral History Review*, 29, 97-102.

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