

***RETHINKING RACE:  
BLACK, WHITE, AND  
BEYOND***

**January 27, 2012 through  
February 10, 2012**

**Please visit (and often!)  
the Rethinking Race website for  
information on dates, times, and locations  
of presentations, events, and  
Face-2-Face discussions**

**[www.uakron.edu/race](http://www.uakron.edu/race)**

# Rethinking Race Kick-off Movie

## *“FREEDOM WRITERS”*



“Freedom Writers” is inspired by a true story and the diaries of real Long Beach teenagers after the LA riots, during the worst outbreak of interracial gang warfare. Two-time Academy Award® winner Hilary Swank stars as Erin Gruwell, whose passion to become a teacher is soon challenged by a group of Black, Latino, and Asian gangbangers who hate her even more than each other. When Erin begins to listen to them in a way no adult has ever done, she begins to understand that for these kids, getting through the day alive is enough – they are not delinquents but teenagers fighting “a war of the streets” that began long before they were born. Erin gives them something they never had from a teacher before – respect. For the first time, these teens experience a hope that maybe, they might show the world that their lives matter, and they have something to say.

**Open discussion follows screening.**

# ***“MOOZ-lum”***



Amid a strict Muslim rearing and a social life he's never had, Tariq (Evan Ross) enters college confused. New peers, family and mentors help him find his place, but the 9-11 attacks force him to face his past and make the biggest decisions of his life. A NY Times reviewer notes that “What could have been a morality tale told through rigid contrasts proposes instead a series of diffuse challenges to its young black hero, not all of them from outside his religion.” Winner of the Best Narrative Feature at the 14th Annual Urbanworld Film Festival 2010

**Screening of the movie “Mooz-lum” followed by an open discussion with the writer and director, Mr. Qasim "Q" Basir**

# QASIM BASIR

Acclaimed Film Director of *MOOZ-lum*



**Qasim “Q” Basir** has been taking the movie industry by storm for years now, but it wasn’t always about the movies. He was planning on a career in law until he flew through the window of a car during a traffic accident in 2003. He said that while recovering from his injuries, “I decided I needed to do what I loved, and make a difference while doing so.” That was making movies.

After completing his first project, *1Nation 2Worlds*, he began doing just that. He took the film to colleges and universities all over the country, challenging students and professors to open discussions on the important issue of race. “I feel like ignorance is one of the most significant issues hindering our society today,” says Qasim. His following film, the award winning short *Glimpse*, dealt with a different subject but had the same idea - erasing ignorance. But this time, as it deals with Muslims in America.

Next, Qasim created a short film series aimed at supporting Presidential candidate Barack Obama. *The Inspiration of Barack: “Yes We Can”* film series, is a compilation of seven short films all dealing with different people who become inspired by Obama to take essential steps forward in their lives. Similar to *1Nation 2Worlds*, he took the series to theaters around the country, urging attendees to get involved with the Obama campaign. Because of his work on this series, Qasim received the “Inspirational Filmmaker of the Year” award from the Memphis Black Writers Film Festival. The series can now be found on iTunes.com and in Blockbuster Video.

After coming off of the *Yes We Can* film series, Qasim focused his attention to his next feature film *MOOZ-lum*, which stars Danny Glover, Nia Long, Evan Ross, Roger Guenveur Smith, Summer Bishil & Dorian Missick. The coming-of-age tale of a young Muslim boy

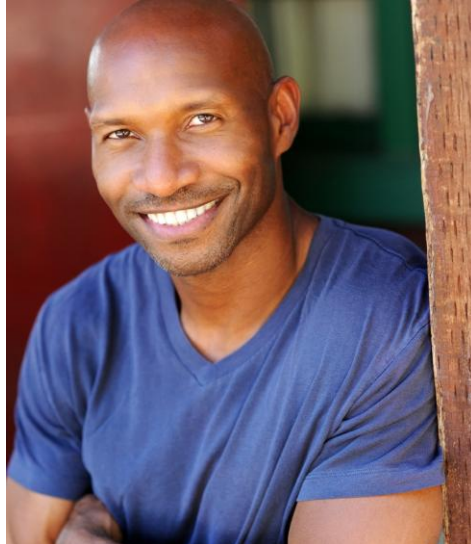
going to college in September of 2001 opened theatrically in February of 2011 and has received critical acclaim.

Additionally, the film is continuously opening in theaters around the world and many government and social organizations, in the US and abroad, have used the film and Qasim's voice for many different programs. Some of them include the US Embassy, US Consulate General, United Nations, the FBI, US State Department and others.

Currently, Qasim is working on his next screenplay entitled "Destined."

# CHARLES HOLT

Broadway actor, the “Lion King”



## Empowerment and Leadership *“Finding Your Voice”*

[www.charlesholtproductions.com](http://www.charlesholtproductions.com)

Music and storytelling have always been a vital part of Charles’ life growing up in the South. However, despite thorough tutelage from his staunchly religious grandmother, who insisted upon him learning church hymns as a child, Charles never aspired to walk the path of a performing artist. He dreamed of playing professional football. After a disappointing end to his athletic career, he then pursued a career in Corporate America with IBM. After two successful years as a sales representative, he left to spearhead a regional office of another large company. A year from the date he started, he was fired. It wasn’t until a friend encouraged his potential as a singer and actor that Charles’ love for music resurfaced.

In July 1996, Charles, led by intuition, left the comforts of the South with \$400 dollars for the bright lights of Broadway. He has since starred in some of the most celebrated and spectacular productions in American theatre history including *Smokey Joe’s Café*, *Jesus Christ Superstar*, and *Lion King*. He was the first African American to play the role of ‘Rocky’ in the European tour of *The Rocky Horror Show*. Charles adds guest starring roles in *Law & Order: Criminal Intent*, *All My Children*, the award winning independent film *Anne B. Real*, and the thought provoking comedy, *Ed’s Trip*. He received national acclaim and rave reviews for his 20-character portrayal in his one-man stage play *Black Boy*, based on best selling author Richard Wright’s autobiographical landmark, as well as his portrayal of Civil Rights activist and icon, W.E.B. Du Bois in the one-man production, *The Smoke*

**King.** Charles recently toured the country in *Never Fight a Shark in Water*, a one-man play based on the life of Gregory Bright who was exonerated after spending 27 ½ years in Louisiana’s Angola Penitentiary for wrongful conviction of second-degree murder.

Charles with fellow actor Gerald C. Rivers will present and tour the world premiere event **Martin & Music** in January 2012. The play chronicles the words of Dr. Martin Luther King Jr., while threading King’s love for music into his speeches and life experience.

Charles has entertained sold-out audiences around the world, including The John F. Kennedy Center The Turkish-American Association in Ankara, Turkey, and Rikers Island Correctional Facility. He speaks to groups and organizations and serves as facilitator of workshops based on his work as an artist in order to empower, encourage, and uplift audiences everywhere.

Agape Media International released Charles’ second album *Rushing Over Me* project in fall 2010, after his debut album, *I Am*, was released to critical acclaim. Charles tours colleges, universities, and spiritual centers around the world performing his *‘Sole’ Music Concert Series: A journey through an African American quilt of song.*

*The Voice That Matters*, Charles’ landmark book about his journey in finding his own unique voice and life purpose will be and released in Spring 2012.



# GREGORY H. ROBINSON

Franklin Professor  
Department of Chemistry  
The University of Georgia



## *“Chemistry, Race, Football, and O. Henry”*

Abstract: Prof. Robinson will craft a unifying theme between the disparate items in the title as a function of his life experiences.

### Brief biography

- Early education was in segregated schools
- 1976, High school diploma, Alexandria High School (Alabama). Letterman in baseball, basketball, and football. Student body president - senior year
- 1980, B.S. in Chem, Jacksonville State U (football scholarship)
- 1984, Ph.D. in Chem, U Alabama
- 1984-1995, Professor of Chemistry, Clemson U
- 1994 Humboldt Research Fellowship
- 1995, Franklin Professor of Chemistry, U of Georgia
- Awards: Southern Chemist Medal, Charles H. Stone Award, Percy L. Julian Award, Charles H. Herty Medal & Lamar Dodd Creative Research Award
- Important scientific work: *J. Am. Chem. Soc.* **1995**, 117, 7578; **2007**, 127, 12412; **2008**, 128, 3298; **2008**, 128, 14970; **2010**, 132, 14370; *Science* **2008**, 321, 1069; *Chem. Eur. J.* **2010**, 16, 432.

Dr. Robinson will also present a seminar on his most recent scientific endeavors.



# ADIS MARIA VILA



## BIOGRAPHY

*UNITED STATES AIR FORCE*

Dr. Adis M. Vila is the Chief Diversity Officer, U.S. Air Force Academy, Colorado Springs, Colo. She serves as the principal adviser to USAFA leadership ensuring diversity programs and projects are developed in accordance with federal, Department of Defense, Air Force, and USAFA guidance, policy, architecture and standards. She is the strategic leader, diversity advocate and principal adviser to academy leaders on diversity programs and issues and its primary voice on matters of equity, diversity and inclusion. She provides strategic guidance to the superintendent and other senior leaders on the implementation of diversity and inclusive learning best practices.

Dr. Vila is a former professor of international business and international law, corporate executive, government official, academic administrator and practicing attorney. She has broad general management experience in telecommunications, agriculture, government and international business.

At the federal level, Dr. Vila has held a variety of senior posts including Special Assistant to the Assistant Secretary for Latin American Affairs in the U.S. Department of State, and Assistant Secretary of Administration at the U.S. Department of Agriculture. At the state level, Dr. Vila served as Secretary (Agency Head) of the Florida Department of Administration where she managed a \$750 million budget and more than 500 employees.

Additionally, Dr. Vila has been Vice President of two multinational companies, and taught at two liberal arts colleges and numerous for profit and private universities as an adjunct professor. She is multicultural and fluent in English, Spanish, French and Portuguese, with a working knowledge of German.

(Current as of March 2011)



# ZACH WILLIAMS

Associate Professor  
Department of History  
The University of Akron

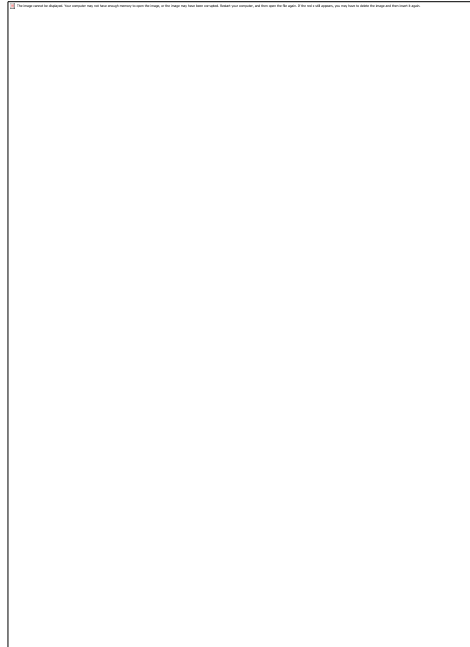


***“In Search of the Talented Tenth:  
Howard University Public Intellectuals and the Dilemmas  
of Race, 1926-1970”***

This is a history of the black public intellectual community that developed at Howard University in the era of segregation. Williams (African American history, U. of Akron) combines social, intellectual, and institutional history as he explores the personal and professional lives of Howard University's black scholars; the impact of racial segregation on the lives of the community; and the impact of the Howard group on black intellectual life in the United States. He argues that Howard functioned as a prototype for the black studies institute and helped lay the foundations of the disciplines of black and Africana studies. Annotation ©2010 Book News, Inc., Portland, OR (booknews.com)

# CHARLES OGLETREE

Harvard Law School Jesse Climenko Professor of Law  
and the Founding and Executive Director of the Charles  
Hamilton Houston Institute for Race and Justice



## ***“From Dr. King’s Dream to President Obama’s Mission: Race Matters”***

Charles Ogletree, author and Harvard University law professor, will be a keynote speaker at the fifth annual [“Rethinking Race: Black, White & Beyond,”](#) which will take place on the UA campus Jan. 27 through Feb. 10, 2012.

Ogletree will speak at E.J. Thomas Performing Arts Hall at 7:30 p.m. Wednesday, Feb. 1. Ogletree is the Jesse Climenko Professor of Law and director of the Charles Hamilton Houston Institute for Race and Justice. His publications include “From Lynch Mobs to the Killing State: Race and the Death Penalty in America.” He joined Harvard in 1984 and was a professor for both President Barack Obama and First Lady Michelle Obama.

His research areas include race and criminal justice, and the public defender system.

# LANNA SAMANIEGO

Executive Director of the  
North American Indian Cultural Center (NAICC)



Lanna Samaniego has served as the Executive Director of the North American Indian Cultural Center (NAICC) in Celina, Ohio, since 1999. She is of Eastern Cherokee ancestry and has worked for more than 30 years with Ohio's Native American population through education, employment, and advocacy. She has worked with the Ohio Department of Mental Health and the Ohio Commission on Minority Health to identify and develop programming to address Native American issues and needs.

Mrs. Samaniego's efforts have earned her numerous awards. In 2000, Samaniego received a Community Service Award from the Ohio Commission on Minority Affairs. In 2001, she was admitted into the Ohio Women's Hall of Fame. In 2010, she was recognized at the Moccasin Trail Powwow for her work with Ohio's Native American Community. In addition, Mrs. Samaniego is an author who has received an Award of Excellence from the International Poetry Society for two poems, published in a Book of Anthology.

<http://www.odjfs.state.oh.us/women/Halloffame/bio.asp?ID=266>

# ***THE COLOR PURPLE***

***The Color Purple Comes To EJ Thomas***



THE COLOR PURPLE is an inspiring family saga that tells the unforgettable story of a woman who - through love - finds the strength to triumph over adversity and discover her unique voice in the world. Set to a joyous score featuring jazz, ragtime, gospel and blues, THE COLOR PURPLE is a story of hope, a testament to the healing power of love and a celebration of life.

Directed by Gary Griffin, THE COLOR PURPLE is adapted for the stage by Pulitzer Prize and Tony Award winner Marsha Norman, with music and lyrics by Grammy Award winners Brenda Russell, Allee Willis and Stephen Bray and choreography by Donald Byrd.

# JASMINE ARMSTRONG

National Park Service Park Ranger, U.S. Department of the Interior – Frederick Douglass National Historic Site

## *“The Life and History of Frederick Douglass”*

Jasmine Armstrong grew up in Denver, Colorado and enjoyed grand exposure to the outdoors since she was a child. This instilled within her both a love for nature and the desire to ensure that all Americans have access to our natural resources. After completing three semesters at the University of Michigan, she returned to Denver and graduated in May, 2010 with a B.A. in International Studies from the University of Colorado.

Jasmine worked as a Workforce Enhancement student intern for the National Park Service’s Intermountain Regional Office for three years. She focused on diversity recruiting, cultural competencies and improving the park service’s relevance to all Americans. After graduation, Jasmine was hired as a park ranger at the Frederick Douglass National Historic Site in Washington, D.C.



Jasmine’s work at the Frederick Douglass site includes educating the public about the American Icon, leading tours of the house and grounds, running a junior ranger program for neighborhood youth, and community outreach to schools and other educational partners. She loves her job and feels a strong sense of purpose in giving urban populations exposure to Frederick Douglass, the historic site and to the National Park Service.

Jasmine has: served as a student panel member and session presenter for park service conferences in Maine, D.C. and California; served as a panel member for the “Breaking the Color Barrier” Conference; organized, coordinated and managed the Intermountain Region’s Annual Culture Fest; and authored “Succeeding in the NPS: A Student’s Guide to Ethics in the Federal Workplace,” a training tool for three National Park Service regions.

# Lesson Title

The University of Akron  
Rethinking Race Week 2012  
Presentation Proposal

## Overview

Frederick Douglass is arguably the most well known American abolitionist of the 19<sup>th</sup> century. While his personal history: escaping slavery and fighting for the freedom of his people paints him as a clear race leader, it is another subject entirely to explore what Douglass felt his true eventual goal through his activism. By using both primary sources and academic research, I will discuss Douglass' true goal: a colorblind society. He was ahead of his time on many issues, namely race. He acknowledged even then that race was merely a social construct. America did not have a race problem; it only hinged on whether this country could live up to the ideals listed in our founding documents. This is one of many ways Mr. Douglass remains poignant today, his struggles mirror many that our nation continually grapple.

## Objectives

1. Explore Douglass as an abolitionist and race leader
2. Review humanism and race as a social construct
3. Examine the eventual goals Douglass strived toward
4. Contrast with the attitudes and larger American culture he is working against.  
Include an overview on late 19<sup>th</sup> century American history
5. Discussion on how these attitudes still play out in modern visits to his house.  
Exploration of the resources here at Cedar Hill today.

## Activities

1. Powerpoint presentation on above topic
2. Question and Answer session with audience
3. Discussion of themes and other thoughts

# ***RACE***

**A play by:  
David Mamet**

***Race*** is a riveting play in which three attorneys, two black and one white, are offered a chance to defend a white man charged with a crime against a black woman.

## USA TODAY REVIEW:

*Race* is set in the law offices of Jack Lawson, who is white, and his black partner Henry Brown. We meet them as they're deciding whether to represent Charles Strickland, a white man accused of raping a black woman. By the end of the first act, Lawson is engaging Susan, a young black lawyer who works for them, in a debate about how best to present the case. "This isn't about sex, it's about race," contends Susan, to which Lawson replies, "What's the difference?"

Race may be the central theme, but Mamet, who also directed, is more interested in how differences – in color, gender, ethnicity and class – foster a lack of communication and breed resentment. "It's a complicated world, full of misunderstandings," Lawson observes. "That's why we have lawyers."

## ASSOCIATED PRESS REVIEW:

"The title is stark in its simplicity but "Race," David Mamet's provocative, hot-topic new play, is anything but simple. The questions "Race" poses and the answers its characters supply add up to an intriguing study of perception — from both black and white viewpoints. Which means there are no neat, easy conclusions to be drawn even though Mamet throws out some fascinating, dramatically charged opinions, not only on race but on the divide between men and women as well."



# **JACK T.F. LING, Ph.D.**

Executive Director, Institutional Diversity & Inclusion,  
University of Dayton

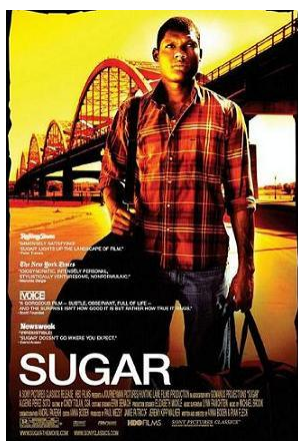


## ***“Holistic Diversity and Inclusion”***

Dr. Jack T. F. Ling is Executive Director of Institutional Diversity and Inclusion at University of Dayton. Jack advises the President and the Provost on ways to institutionalize Diversity; and he also works directly with other academic and administrative leaders on diversifying faculty and staff hiring, intercultural and interdisciplinary curricular and co-curricular change/collaborations, and oversees the Institution’s Bias Related Incidents reporting and review process. Regularly, Jack teaches in academic areas that can benefit from his diverse professional training and experience. He continues to teach, write, and publish in topics related to Asian American Studies, Diversity and Inclusion, Organizational Change, Existential-Phenomenological Psychology, and Classical Chinese Philosophical Thought.

# ***SUGAR***

**A Film Written and Directed by  
Anna Boden and Ryan Fleck**



Miguel "Sugar" Santos (Perez Soto) spends his weekends at home, passing from the landscaped gardens and manicured fields on one side of the guarded academy gate to the underdeveloped, more chaotic world beyond. In his small village outside San Pedro de Macoris, Miguel enjoys a kind of celebrity status. His neighbors gather to welcome him back for the weekend; the children ask him for extra baseballs or an old glove. To his family, who lost their father years before, Miguel is their hope and shining star. With the small bonus he earned when he signed with the academy some time ago, he has started to build his family a new house - one that has a bigger kitchen for his mom and a separate room for his grandmother.

After learning a devastating knuckle curve, Sugar is invited to spring training by the fictional Kansas City Knights. He is assigned to their Single A affiliate in Iowa, the Swing. He is housed by the Higgins family, who take in Swing players every year. Jorge (Rufino), a veteran player and the only other Dominican on the team, also tries to help Miguel learn the ropes. However, despite the Higgins' welcoming efforts and Jorge's guidance, the challenge of Miguel's acceptance into the community is exposed in small ways every day, from his struggle to communicate in English to an accident of casual bigotry at a local bar.

Miguel's domination on the mound masks his underlying sense of isolation, until he injures himself during a routine play at first. While Miguel is on the disabled list, Jorge, his one familiar connection to home in this strange new place, is cut from the team, never fully regaining his ability following off-season knee surgery. The new vulnerability of Miguel's injury, coupled with the loneliness of losing his closest friend, force Miguel to begin examining the world around him and his place within it. Pressure mounts when Salvador, a young pitching phenom who used to play with Miguel, is brought up from the Dominican Republic to join the team. Miguel's play falters, and the increased isolation begins to take its toll on him. As his dream begins to fall apart, Miguel decides to leave baseball to follow another kind of American dream. His odyssey finally brings him to New York City, where at first he struggles to find community and make a new home for himself, like so many before him. Miguel ends up playing baseball with rejected players from the minor leagues.

**Open discussion follows screening.**

# ROBERT JENSEN

Professor, University of Texas at Austin



**Robert Jensen's visit is co-sponsored by Summa Health Systems**

## ***"Power and Privilege"***

While some would like to think that we have reached "the end of racism" in the United States, and others would like to celebrate diversity but are oblivious to the political, economic, and social consequences of a nation—and their sense of self—founded on a system of white supremacy, Jensen proposes a different approach. He sets his sights not only on the racism that can't be hidden, but also on the liberal platitudes that sometimes conceal the depths of that racism in "polite society."

# MARTIN BELSKY

Dean and Randolph Baxter Professor of Law  
The University of Akron



## ***“The Battle Over Affirmative Action”***

In 1978, in a very close decision in *Regents of the University of California v. Bakke*, the United States Supreme Court determined that programs that set quotas for admissions would be considered to involve reverse discrimination and be in violation of the Equal Protection Clause of the Fourteenth Amendment of the United States Constitution. Justice Powell was the "swing" vote and made the five to four vote majority for the position that affirmative actions programs that merely take "race into account" as one factor among others, however, was not unconstitutional.

On June 24, 2003, the United States Supreme Court in *Gratz v. Bollinger*, and *Grutter v. Bollinger* reviewed two different procedures seeking to provide diversity in a student body. In *Gratz*, the admissions procedure for the College of Literature, Science and the Arts allowed race ["underrepresented minority status"] to a basis to "add points" to an admission profile, along with high school grades, ACT or SAT scores, relationship to alumni, special talents, leadership qualities, geography, curriculum strength and other factors. That admissions process was declared unconstitutional.

In *Grutter*, the University of Michigan Law School looked at an applicant's profile and reviewed of standardized test scores, college grades, and "all other information" including activities, background, family contacts, a personal statement, recommender's enthusiasm, and diversity. The Law School, unlike the undergraduate school, did not add points for "under-represented minority status," but rather considered diversity as just one factor, among many, that may or may not be determinative.

The Michigan Law School admissions process, in a five to four decision by Justice Sandra Day O'Connor, was found to be constitutional. Reaffirming *Bakke*, the Court held that a diverse student body may be a factor, one more thing to "take into account." An "individualized review" of all applications as acceptable. "Adding points" was not.

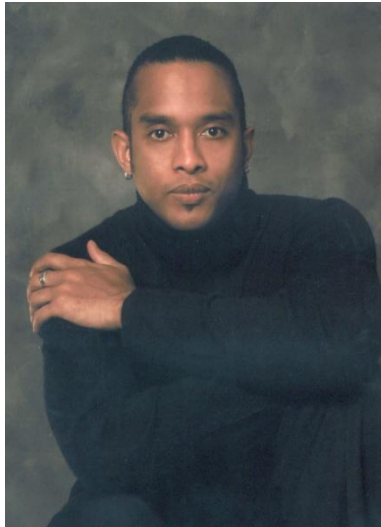
Since 2003, the composition of the Supreme Court has changed and now the issue of affirmative action is being challenged in the federal and state legislatures and in the courts.

What will happen and if the law changes and race may not even be "taken into account," what will that mean for equal opportunity!?

In this lecture, Dean Belsky will review the history that led to this decision, and the difficult policy issues that the opinions address. He will then discuss the niceties of the new two-tier analysis and its application to diversity programs generally.

# KEITH BEAUCHAMPS

*EMMY-NOMINATED DOCUMENTARY FILMMAKER*



## *The Untold Story of Emmett Louis Till*

Keith Beauchamp attended Southern University in Baton Rouge where he studied Criminal Justice with the intention of becoming a Civil Rights Attorney. As a young boy in Baton Rouge, Louisiana, Beauchamp had his share of run-ins with racism but it wasn't until an incident where he was assaulted by an undercover police officer after dancing with a white woman at a party that he felt compelled to leave college to come to New York. It was here he could pursue his dream of being a filmmaker. And through this feat, he'd attempt to remedy some of the past and present injustices of the Southern mindset.

In the fall of 1997, Beauchamp relocated from Baton Rouge, Louisiana to New York. He quickly found work at Big Baby Films, a company founded by childhood friends that focused on music video production. He honed his behind-the-camera skills during the day and spent his evenings doing research and reaching out to anyone who might have information on the Emmett Till case, a story told to Beauchamp when he was just ten years old. It was at this young age that Beauchamp saw a *Jet* magazine that contained a picture of Emmett Till's dead body and was told the story behind Till's murder.

In 1999, Beauchamp founded Till Freedom Come Productions, a company devoted to socially significant projects that can both teach and entertain. Beauchamp has devoted the past eleven years of his life to pursuing justice for Emmett Till, traveling extensively between New York, Chicago, and Mississippi investigating the murder. Through his journey he tracked and spoke with witnesses who had never before spoken about the case, befriended Mamie Till Mobley who took Beauchamp under her wing, worked with such

influential figures as Muhammad Ali and Reverend Al Sharpton, all the while persistently lobbying both the State of Mississippi and the Federal Government to reopen the Emmett Till murder investigation.

On May 10th, 2004, the United States Department of Justice reopened this 51 year-old murder case citing Beauchamp's documentary *The Untold Story of Emmett Louis Till* as both a major factor in their decision and the starting point for their investigation. In May of 2005, Emmett's body was exhumed and most recently, the FBI turned over their evidence to the appropriate District Attorney in Mississippi.

Beauchamp's newest project is the television documentary series *Murder in Black and White*, hosted by Reverend Al Sharpton. A collaboration between Beauchamp's *Till Freedom Come Productions* and the *FBI's Cold Case Unit*, it reveals the FBI's attempt to bring justice to unsolved civil rights cold cases of the 1940s and 50s. The compelling series draws first-hand information from eyewitnesses, FBI case agents as well as the people who knew the victims -- their children, siblings, family members and friends, most of whom have yet to speak publicly.

Beauchamp has been featured on *60 Minutes*, *ABC World New Tonight*, Court TV, MSNBC, CNN, and BBC, as well as in hundreds of publications around the world including *The New York Times*, *The Washington Post*, *USA Today*, *Associated Press*, and *The Chicago Sun Times*.

Beauchamp's current projects in connection with the Emmett Till case include the documentary *The Untold Story of Emmett Louis Till*, and a feature film that he is producing with Frederick Zollo (*Mississippi Burning*, *Ghosts of Mississippi*, *Quiz Show*) based on Beauchamp's eleven year journey in connection with this case. He is a frequent lecturer at colleges and universities around the country. For more information, please visit [www.apbspeakers.com](http://www.apbspeakers.com).

#### **TOPICS INCLUDE:**

- The Importance of the Civil Rights Movement: Where Does it Stand Today?
- Young African Americans Today: Taking Responsibility and Leading for the Next Generation
- Caste Versus Class: 50 Years Ago and Today
- Pursuing Change through Passion and Perseverance: My Nine-Year Journey that Led the Department of Justice to Reopen the Murder Investigation into the 1955 Death of Emmett Louis Till
- Race in the South: What the Civil Rights Movement Did and Did Not Accomplish
- *The Untold Story of Emmet Louis Till* with Panel Discussion

# DOUGLAS BLACKMON

Pulitzer Prize Winner Author



Douglas Blackmon's visit is co-sponsored by Summa Health Systems

## ***“Slavery by Another Name: The Re-Enslavement of Black People in America from the Civil War to World War II”***

Douglas A. Blackmon's first book, *“Slavery By Another Name”*, broadly examines how a form of neoslavery thrived in the U.S. long after legal abolition.

Other Info:

2009 Pulitzer Prize-winning book by Wall Street Journal writer Douglas Blackmon. *Slavery by Another Name* challenges one of our country's most cherished assumptions: the belief that slavery ended with Abraham Lincoln's Emancipation Proclamation of 1863. The author explores how in the years following the Civil War, insidious new forms of forced labor emerged in the American South, keeping hundreds of thousands of African Americans in bondage, trapping them in a brutal system that would persist until the onset of World War II.

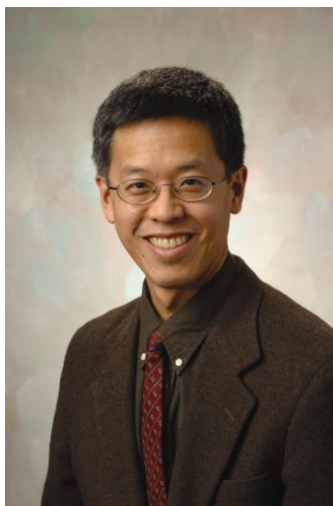
Based on Blackmon's research into original documents and personal narratives, *Slavery by Another Name* unearths the lost stories of slaves and their descendants who journeyed into freedom after Emancipation and then back into involuntary servitude. It also tells stories of courage and redemption, and the men and women who fought against the re-emergence of human labor trafficking.

<http://www.slaverybyanothername.com/>



# BRANT LEE

Associate Professor of Law  
The University of Akron



## *“Secrets and Lies: Misperceiving the Asian Next Door”*

Professor Lee will weave personal family history together with landmark legal cases and recent events to show how law has constructed Asian American identity. The images of insularity and perpetual foreignness that have marked American perceptions of Asian Americans provides important background for current debates over race and national security in the war on terror.

Brant T. Lee is an Associate Professor of Law at The University of Akron School of Law. He received his B.A. from The University of California at Berkley and his J.D. and M.P.P. from Harvard University. Prior to joining the Akron Law faculty in 1997, Professor Lee was employed as counsel for the U.S. Senate Judiciary Committee, and as Acting Deputy Staff Secretary and Special Assistant to the President at The White House. He also practiced law in his home town of San Francisco. Professor Lee writes in the area of race and complex systems. He teaches courses on Property Law and Employment Discrimination, as well as seminars on Problem-Solving, Feminist and Race Theory, Race and National Security, and Law and Theology.

# STEVE M. DETTLEBACH

United States Attorney  
Northern District of Ohio

## *“Reaching out to our Muslim- and Arab-American Neighbors”*

Steven M. Dettelbach was nominated by President Obama on July 10, 2009 and unanimously confirmed by the U.S. Senate on September 15, 2009 as United States Attorney for the Northern District of Ohio. He comes to his position as chief federal law enforcement officer for the northern forty counties of Ohio with a wealth of varied experience.

Mr. Dettelbach previously served for over 12 years as a career federal prosecutor.



During those years, he worked at the Department of Justice, Civil Rights Division, Criminal Section; U.S. Attorneys Offices in Maryland and Washington, D.C.; and from 2003 to 2006 in the Northern District of Ohio, as a member of the Organized Crime and Corruption Strike Force.

Among the high-profile cases he prosecuted were those against Nate Gray and former East Cleveland Mayor Emmanuel Onunwor, who were both convicted of taking part in a pay-to-play scheme involving bribes in Cleveland, East Cleveland, Houston and New Orleans. He also won convictions in what was, at the time, the largest human trafficking case ever brought in the United States, in which approximately 70 Thai women were held against their will and forced to work in El Monte, California.

Mr. Dettelbach also was detailed to serve as Counsel for the United States Senate Committee on the Judiciary from 2001 to 2003. Most recently, Mr. Dettelbach was a partner at the law firm of Baker & Hostetler, LLP.

Mr. Dettelbach graduated from Dartmouth College in 1988 and from Harvard Law School in 1991. He lives in Solon with his wife and two children.

# W. KAMAU BELL

## The W. Kamau Bell Curve: Ending Racism in About an Hour

Way back in 2005, W. Kamau Bell told the very first joke about Barack Obama on Comedy Central's *Premium Blend*. Unfortunately, the joke predicted that Barack would never be President (oops!). Comedy Central later invited Kamau to bring his critically acclaimed solo show, *The W. Kamau Bell Curve: Ending Racism in About an Hour*, to their stage in Los Angeles. *The Curve* had enjoyed a three month run in San Francisco (SF Weekly named Kamau, "Comedian of the Year!"), had continued success in Oakland and Berkeley, and played to full houses in 2009 at the New York International Fringe Festival. This past May, *The Curve* returned to New York as part of terraNova Collective's 7th Annual SoloNova Festival at the historic PS122 Theater, where it was extended by an additional two weeks.

Just like skinny jeans, superhero movies, and celebrity weight loss, racism continues to make a comeback. Whether it's tea parties that look like casual Fridays at KKK rallies, or Henry Louis Gates get-

ting arrested for having a sticky door, or the state of Texas deciding that the only good history book is a *whites only* version, or the continued broadcast of BET, or the one-two-three cinematic punch of *The Blindside*, *Avatar*, and *Precious*, racism hasn't run this rampant since Martin Luther King, Jr. had that dream. Meanwhile

the 2010 Census *still* wants to know how many "negroes" are out there...and all the while black people wonder, "Did we get a black president or a president who is black?"

Thankfully, W. Kamau Bell is here to make (non) sense of all of it all. *The Curve* is a comedic exploration of the current state of

America's racism, combined with a little (unknown) history, a little Powerpoint, and a whole bunch of Kamau. And because racism is always attacking in new ways and from new angles, Kamau attacks back by constantly adding new material. *The Curve* is a seamless mix of stand-up comedy, video and audio clips, personal stories and solo theatrical performance.



### W. Kamau Bell's College and Festival Performances include:

Just for Laughs (filmed for HBO Canada)  
The New York International Fringe Theater Festival  
terraNOVA Collective's 7th Annual soloNOVA Festival  
SF Sketchfest  
Stanford University  
Cal State East Bay

Deanza Community College  
Menlo College  
Cal State Hayward  
San Francisco State University  
Sonoma State  
DePaul University  
University of San Francisco

### W. Kamau Bell has limited openings in the fall. Also perfect for...

Black History Month (Feb) Self Awareness Month (Sept) Diversity Awareness Month (Oct)

For bio, press, video clips and more, please visit [www.wkamaubell.com](http://www.wkamaubell.com)

For booking, or for your specific needs and questions, contact: Stacy Mark: 310-859-4108 or [smasst@wmeentertainment.com](mailto:smasst@wmeentertainment.com)

Keri Smith Esguia: 310-479-6364 or [keri@whitesmithent.com](mailto:keri@whitesmithent.com)

"W. Kamau Bell is the most important guy doing comedy right now. Do yourself a favor and go see him. He's got the most astute, hilarious and completely righteous material going and he's going to be a legend in his own lifetime like Richard Pryor and Lenny Bruce. Think Bill Hicks but slightly taller."  
— Margaret Cho

"Smart, stylish, and very much in the mold of politically outspoken comedians like Dave Chappelle and Margaret Cho..." "Comedian of the Year!"  
— The San Francisco Weekly

"Happily, Bell finds comic gold in the wide range of material he mines, offering provocative insights into an ugly reality. ★★★★★"  
— Time Out New York

"The personable, quick comic skewers racism, stereotypes and an assortment of iconic taboos with provocative wit. — ★★★★★"  
— The San Francisco Chronicle

"Tall, dark and hilarious... Bell's solo show is daring, insightful, challenging, sometimes interactive, up-to-the-minute—and did I mention hilarious?"  
— NYTheatre.com

"W. Kamau Bell plays against type and comes with not only the insights you wish you had spewed first but also the wit."  
— San Francisco Bay Guardian

"By making no subject off limits, keeping no discrimination too taboo, and leaving no room for self-denial, Kamau's Bell Curve is not only a powerful comedic performance but an outlet for a necessary dialogue."  
— Flavorpill.com

"One of our country's most adept racial commentators with a blistering wit... he is relentlessly intelligent."  
— Punchline Magazine

# THOMAS R. NELSON LAIRD

Associate Professor/Faculty, Indiana University



## *“Diversity on College Campuses and the Learning Experience”*

### **Topic Description**

In this presentation, Dr. Nelson Laird will discuss a model describing how diversity is included into college courses and curricula. He will address how to use the model for design, improvement, and assessment. He will use several examples of the model's use, including findings from survey items used with the Faculty Survey of Student Engagement that highlight how much faculty include diversity into different aspects of their courses, faculty and course characteristics that predict diversity inclusivity, and differences between diversity requirements and other types of courses.

# “The Help”



The #1 *New York Times* best seller by Kathryn Stockett comes to vivid life through the powerful performances of a phenomenal ensemble cast. Led by Emma Stone, Academy Award®-nominated Viola Davis (Best Supporting Actress, *Doubt*, 2008), Octavia Spencer and Bryce Dallas Howard, **The Help** is an inspirational, courageous and empowering story about very different, extraordinary women in the 1960s South who build an unlikely friendship around a secret writing project — one that breaks society’s rules and puts them all at risk. Filled with poignancy, humor and hope — and complete with compelling, never-before-seen bonus features — **The Help** is a timeless, universal and triumphant story about the ability to create change.

**Open discussion follows screening.**

# PROPOSED FACE-2-FACE CONVERSATIONS (F2F)

F2F Conversations are added continually.  
Dates, times, and locations of confirmed F2Fs  
may be found on the Rethinking Race website:  
[www.uakron.edu/race](http://www.uakron.edu/race). Please visit often!

*Racism in Children's Media: Spotlight on Disney*  
Facilitator: Sabine Ferran Gerhardt

*RACE*: A play by David Mamet – Discussion immediately following the plays  
Facilitator: Susan Speers

*Class Warfare* – February 10, 2012 – 2:30pm to 3:30pm – Polsky Room TBA  
Facilitators: Dr. Robert M. Schwartz and Dr. David Licate  
There has been a lot of discussion and use of the term class warfare. This could be polarization in politics, religion, income differences, race, religion, and culture in general. Students will have the opportunity to discuss whether class warfare exists and if so, how is it happening and what can be done to have people with different perspectives get along in society.

*International Perspectives on Race in America* (includes a panel of international students)  
Facilitator: Carolyn Behrman

**More F2Fs will be added.....**

# ***CROSS THE LINE STORY CIRCLES***

Presented by The University of Akron Color Line Project:

James Slowiak, Dance, Theater & Arts Administration  
Carolyn Behrman, Anthropology and Classical Studies  
Bill Lyons, Political Science  
Donna Webb, Myers School of Art  
Patricia Hill, School of Communication

The goal of this event is to provide a safe space for dialogue to occur around issues of collective importance that come from personal experience. First, the event will be set in motion with participants engaging in an activity entitled “Cross the Line” to both build common ground and focus discussion of hard issues. Second, lessons of our experiences will be unpacked through “Story Circles” where participants listen and share stories for reflection and building community.

Time: 20 minutes for “Cross the Line” activity; 75 minutes for “Story Circle” activity and discussion.

# Examples of Possible Assignments

## Sample Assignment 1 - Jasmine Armstrong

- Read a book about Frederick Douglass and learn the history of his life. Identify other leaders of that time period and explore their history.

Frederick Douglass once said, "I am a Republican, a black, dyed in the wool Republican, and I never intend to belong to any other party than the party of freedom and progress."

<http://frederickdouglassgop.com/> accessed Nov. 17

- What drew Douglass to the Republican party of his era? What do you think he would say about today's Republican party?

Discuss the following Douglass quotes:

- Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe."
- "If there is no struggle, there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle."

[http://www.goodreads.com/author/quotes/18943.Frederick Douglass](http://www.goodreads.com/author/quotes/18943.Frederick_Douglass) accessed Nov. 18

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## Sample Assignment 2 - Movie: MOOZ-lum and Qasim Basir

Short essay responding to one of the following prompts:

- Critically examine how writer/director Qasim Basir tried to create characters that humanize a people, a way of life, and a way of faith.
- What was the film's message and in what ways did it teach viewers about Muslim-Americans?
- Reflect on the morality conflict of the character Tariz Mahdi and relate this to conflicts faced by new freshmen entering college.

Islam and radicalization global conflict research project. Thesis : The upsurge in hate websites along with misperceptions published by unqualified authors has contributed to the radicalization of Muslim American youth.

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**Sample Assignment 3 - Keith Beauchamps**

- How did southern states manage to maintain Jim Crow laws in light of the 14<sup>th</sup> Amendment?
- Discuss the ways in which individuals are socialized for life within their particular culture. How did this impact Emmett Till?
- What was the state of the southern criminal justice system in the 1950s?
- How did the 1<sup>st</sup> Amendment protection of a free press impact the case?

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**Sample Assignment 4 - Martin Belsky**

Respond to the following essay prompts:

- Defend or refute the statement that affirmative action indeed helps "level the playing field" for poor underrepresented students.
- Do affirmative action policies automatically generate a condition of reverse discrimination or are there other factors in play?

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**Sample Assignment 5 - Douglas Blackmon**

Short essay responding to one of the following prompts:

- What is the connection between the end of neoslavery and the beginning of World War II?
- According to Blackmon’s research, several companies including U.S. Steel and Georgia Power Co. were directly responsible for capitalizing off of African-American slave labor. Present a cogent argument for or against requiring reparations to be issued to descendants of these laborers.

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**Sample Assignment 6 - Robert Jensen**

Read Professor Jensen’s book “The Heart of Whiteness”

Following the ideas in his book “The Heart of Whiteness”, Jensen argues that – even decades after the significant achievements of the civil-rights movement and with an African-American president – it is still appropriate to describe the United States as a white-

supremacist society, in terms of how we think and how we live. Through an analysis of contemporary racial ideology, Jensen presents a framework for critiquing the naturalizing of power and privilege in other arenas of our lives (gender, class, nationality, and ecology). How have we come to accept so easily systems of domination and subordination? How did we become resigned to hierarchy? How can we challenge the unjust and unsustainable nature of the systems in which we live?

- Based on Robert Jensen’s talk as well as his online musings, if we are to reach a state of equity in black/white privilege how would this parity be viewed by someone of the opposite race than yourself? What things in our society and culture would be different?
- Present a cogent argument for or against the position taken by Prof. Jensen that the reason change in the parity between blacks and whites is white fear.

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**Sample Assignment 7 - Jack T. Ling**

- In his program notes for “Becoming American; The Chinese Experience,” Bill Moyers asks the essential question of all immigrants: What does one give up to become American? What traditional values can be preserved?
- In what ways are Asian Americans unique among minority groups?

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**Sample Assignment 8 - Lanna Samaniego**



- Is Chief Wahoo a racist image?

Recent Census data:

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_3YR\\_S0201&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_3YR_S0201&prodType=table) reveals that Native American experience low levels of educational attainment, high levels of unemployment, low annual income levels etc.

- What factors are at work here? How do these statistics square with the notion of “equality of opportunity” in the US?

Substance abuse is a major problem in the US, including among Native Americans. Note the following Congressional report: In 2005, a federal report indicated that “surveys of past-year methamphetamine use have shown that Native American communities have more than double the methamphetamine use rate of other ethnicities. Additionally, over 70% of Indian tribes surveyed by the Bureau of Indian Affairs identified methamphetamine as the

drug that posed the greatest threat to their reservation and also estimated that at least 40% of violent crime cases investigated in Indian Country involve methamphetamine in some capacity.

([http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110\\_cong\\_reports&docid=f:hr035p1.110](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_reports&docid=f:hr035p1.110) Accessed Nov. 18)

- How has the US approached this problem? Has cultural competency been a factor in our war on drugs?

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**Sample Assignment 9 - Adis Maria Vila**

- Inclusiveness in American society has been mirrored in the US military. Harry S Truman integrated the Armed Forces in January 1948. How has the US military dealt with subsequent civil rights efforts, including those for gay servicemen?
- Are there parallels in the historic discrimination against African American and current claims of discrimination on the part of female military personnel?

**Another approach (Dr. Vila was born in Cuban and immigrated to the US):**

- Discuss the contributions of Cuban Americans who came to the US after the Castro Revolution.
- How have Cuban Americans influenced American foreign policy toward Cuba?

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**Sample Assignment 10 - Zachery Williams**

Respond to one of the following essays prompts –

- Why was W. E. B. Du Bois known as the preeminent 20th century African American male intellectual?
- Through the author’s research into the works of Manning Marable, David Levering Lewis, Joy James and W. E. B. Du Bois he encountered the theme “the talented tenth.” Provide a full description of what Dr. Williams means by “the talented tenth.”

## **Selected Resources on Keynote Speakers and Events for 2012 Rethinking Race**

### **JASMINE ARMSTRONG**

Link for the National Park Service website for the home:

<http://www.nps.gov/frdo/index.htm>

Virtual museum (includes a tour of the house):

<http://www.nps.gov/history/museum/exhibits/douglass/>

PBS bio:

<http://www.pbs.org/wgbh/aia/part4/4p1539.html>

The Frederick Douglass papers at the Library of Congress:

7,400 works (38,000 images), including his diaries, financial records, letters (with persons including Susan B. Anthony, Horace Greely, Grover Cleveland), etc . The site also includes extensive links including a timeline and family tree.

<http://memory.loc.gov/ammem/doughtml/doughome.html>

Library of Congress On Line Resources site (includes above link):

<http://www.loc.gov/rr/program/bib/douglass/>

James Earl Jones reading Douglass' speech of July 4, 1852:

<http://www.youtube.com/watch?v=8tTkHJWxfP0&feature=related>

### **QASIM BASIR AND MOOZ-LUM**

Basir, Qasim. "[I Am a Muslimerican.](#)" *Huffington Post*, August 19, 2010.

[http://www.huffingtonpost.com/qasim-basir/muslimerican\\_b\\_685553.html](http://www.huffingtonpost.com/qasim-basir/muslimerican_b_685553.html)

Accessed Nov 17, 2011

"[Film 'Mooz-lum' Confronts Public Perceptions Of Islam](#)" - *National Public Radio*, September 20, 2010. The movie *Mooz-lum* is filmmaker Qasim Basir's effort to bring images of Muslims to the screen that are both nuanced and universally identifiable images that he says are lacking in today's entertainment climate. Host Michel Martin discusses the film, and the larger issue of media perception of Muslims with the director and the co-star of the film, veteran actor Roger Guenveur Smith.

<http://www.npr.org/2010/09/20/129993971/film-mooz-lum-confronts-public-perceptions-of-islam>

Accessed Nov 17, 2011

"[Mooz-lum](#)": [faith flourishing in freedom](#)" - *Contending Modernities*, February 17, 2011.

This film deserves a broad audience. In addition to being just simply a good film, with enough power to be emotionally both crushing and uplifting, it offers some much needed

building blocks for American society today to develop mutual understanding across lines of faith. <http://blogs.nd.edu/contendingmodernities/2011/02/17/mooz-lum-faith-flourishing-in-freedom/>

Accessed Nov 17, 2011

*The Impact of 9/11 on Muslim American Young People: Forming National & Religious Identity in the Age of Terrorism and Islamophobia*, Muslim Public Affairs Council Special Report, June 2007. <http://www.mpac.org/assets/docs/publications/MPAC-Special-Report---Muslim-Youth.pdf>

### **KEITH BEAUCHAMPS**

Link to the film website:

<http://www.emmettillstory.com/>

Link to PBS “Rise and Fall of Jim Crow” site; links to numerous resources:

<http://www.pbs.org/wnet/jimcrow/index.html>

NPR story about the impact of *Jet* magazine publishing the open casket photo:

<http://www.npr.org/templates/story/story.php?storyId=1969702>

Link to the *Look* magazine interview in which Bryant and Milam confessed to the murder of Emmet Till:

[http://www.pbs.org/wgbh/amex/till/sfeature/sf\\_look\\_confession.html](http://www.pbs.org/wgbh/amex/till/sfeature/sf_look_confession.html)

1956 *Ebony* magazine story about the trial:

<http://www.emmettillmurder.com/Ebony%201956.htm>

7-minute YouTube summary:

<http://www.youtube.com/watch?v=BL1vMFwZEus>

### **MARTIN BELSKY**

“Factions lining up for battle on affirmative action proposal”, Tulsa World, BARBARA HOBEROCK World Capitol Bureau, Published: 11/6/2011.

[http://www.tulsaworld.com/news/article.aspx?subjectid=336&articleid=20111106\\_16\\_A\\_24\\_OKLAHO96167](http://www.tulsaworld.com/news/article.aspx?subjectid=336&articleid=20111106_16_A_24_OKLAHO96167) Accessed Nov 17, 2011.

OKLAHOMA CITY - Several organizations are forming a coalition to oppose a state question that would abolish affirmative action in the public sector. State Question 759, expected to appear on the November 2012 ballot, would abolish affirmative action public employment, contracting and education, with some exceptions.

“The Never-Ending Battle Over Affirmative Action at the University of Michigan”, Submitted by [Billy Corriher](#) on July 18, 2011, Harvard Law and Policy Review Blog.

<http://hlpronline.com/2011/07/the-never-ending-battle-over-affirmative-action-at-the-university-of-michigan/>

Accessed on Nov 17, 2011

A recent decision from the Sixth Circuit provides a new chapter in the long legal battle over affirmative action at Michigan's public universities.

Peter Hinrichs, "The Effects of Affirmative Action Bans on College Enrollment, Educational Attainment, and the Demographic Composition of Universities", Georgetown Public Policy Institute, October 28, 2010.

[http://www9.georgetown.edu/faculty/plh24/hinrichs\\_aff\\_action.pdf](http://www9.georgetown.edu/faculty/plh24/hinrichs_aff_action.pdf) Accessed on Nov 17, 2011

Two new studies from the Georgetown Public Policy Institute — the first to compare states with and without affirmative action bans and before and after they went into effect — suggest just how big the impact may be at the most selective schools.

### **DOUGLAS BLACKMON**

An interview with the author. The Untold History of Post-Civil War 'Neoslavery', NPR *March 25, 2008*. <http://www.npr.org/templates/story/story.php?storyId=89051115> Accessed Nov 17, 2011.

"Slavery's Last Chapter", Newsweek, Jul 13, 2008 8:00 PM EDT

Long after the Civil War's final shots were fired, hundreds of thousands of African-Americans were held captive and forced to work hard labor without compensation. A new book tells their stories. <http://www.thedailybeast.com/newsweek/2008/07/14/slavery-s-last-chapter.html> Accessed Nov 17.

A Persistent Past: Reckoning with Racial History in the Era of Obama, A Lecture by Douglas Blackmon, MP3 podcast. <http://www.libs.uga.edu/russell/media.html>. Accessed Nov 17, 2011

"Buried in Alabama – Slavery", Catherine Williams & Douglas A. Blackmon video piece about Slavery By Another Name Book. <http://www.youtube.com/watch?v=wlmCa0LtNr8> Accessed Nov 17, 2011.

"20th Century Slavery in Mississippi and Louisiana",

<http://www.youtube.com/watch?v=3KZrf8sh48g&feature=related> Accessed Nov 17, 2011. Many African American were held in peonage throughout the deep south. Under peonage they could not leave the plantations or farms. Their lives were threaten some were murder for trying to leave. Yes, some may not believe that this could be possible in the 20th century. Throughout the state of Mississippi, in many deep rural area there was no way out for thousand who were trapped in this new slavery called peonage.

### **THE COLOR PURPLE**

Video clip:

[http://www.youtube.com/watch?v=ZsoHqApn\\_4E](http://www.youtube.com/watch?v=ZsoHqApn_4E)

Alice Walker's *The Color Purple*, published in 1982, tells the story of Celie, a Black woman in the South. Celie writes letters to God in which she tells about her life--her roles as daughter, wife, sister, and mother. In the course of her story, Celie meets a series of other Black women who shape her life: Nettie, Celie's sister, who becomes a missionary teacher in Africa; Shug Avery, the Blues singer her husband Mr. \_\_\_\_\_ is in love with, and who becomes Celie's salvation; Sofia, the strong-willed daughter-in-law whose strength and courage inspire Celie; and Squeak, who goes through awakenings of her own. Throughout the story, though, Celie is the center of this community of women, the one who knows how to survive.

Website with extensive discussion questions and further resources for studying *The Color Purple*. <http://www.library.csi.cuny.edu/dept/history/lavender/purple.html>

### **STEVE M. DETTLEBACH**

“Empowering Local Partners to Prevent Violent Extremism in the United States”, The White House, August 2011,  
[www.whitehouse.gov/sites/default/files/empowering\\_local\\_partners.pdf](http://www.whitehouse.gov/sites/default/files/empowering_local_partners.pdf)

“Threat of Homegrown Islamist Terrorism”, Toni Johnson, Council on Foreign Relations, Updated: September 30, 2011

<http://www.cfr.org/terrorism/threat-homegrown-islamist-terrorism/p11509>

“How Did Anti-Muslim Bias Seep Into FBI Training?”, Dina Temple-Raston, NPR, **September 29, 2011**, <http://www.npr.org/2011/09/29/140902739/units-autonomy-may-be-why-fbi-missed-bias>

### **FREEDOM WRITERS**

Freedom Writers Foundation a website devoted to **THE FREEDOM WRITERS DIARY**. How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them By The Freedom Writers with Erin Gruwell  
<http://www.freedomwritersfoundation.org/site/c.kqIXL2PFJtH/b.2260049/k.D721/TheBook.htm>

Movie Trailer

<http://www.youtube.com/watch?v=MT0L1U-Rdj4>

TEDtalks video with Erin Gruwell the teacher portrayed in Freedom Writers. Erin Gruwell is an educator and president of The Freedom Writers Foundation. When Erin landed her first job at Wilson High School in Long Beach, Ca, she discovered many of her students had been written off by the education system and deemed "unteachable." As teenagers living in a racially divided urban community, they were already hardened by exposure to gang violence, juvenile detention, and drugs. By fostering an educational philosophy that valued and promoted diversity, she transformed her student's lives. She encouraged them to rethink rigid beliefs about themselves and others, to reconsider daily decisions, and to rechart their futures. <http://www.youtube.com/watch?v=nDq9o9j3-CU>

April who plays Eva talks about the area she grew up in and how it made her the person she is today. Be Heard: I am a Strong Woman

<http://www.youtube.com/watch?v=UtiF7CLw-do&feature=relmfu> .

Jason Finn talks about how writing about his experiences gives them a purpose. Be Heard: I Went Through It All for a Reason

<http://www.youtube.com/watch?v=G7UL4VQZPAs&feature=relmfu>

## **THE HELP**

Davey, Helen. "Memoirs in Black and White: Growing Up in the Segregated South", Huffington Post, Posted: 2/8/11. [http://www.huffingtonpost.com/helen-davey/civil-rights-movement\\_b\\_816737.html](http://www.huffingtonpost.com/helen-davey/civil-rights-movement_b_816737.html) Accessed Nov 18, 2011.

## **ROBERT JENSEN**

Jensen, Robert. The heart of whiteness: confronting race, racism, and white privilege, City Lights Books, San Francisco. 98 pages. 2005.

Overview: In *The Souls of Black Folks*, W.E.B. DuBois wrote that the question whites wanted to ask him was: "How does it feel to be a problem?" In *The Heart of Whiteness*, Robert Jensen writes that it is time for white people in America to self-consciously reverse the direction of that question and to fully acknowledge that in the racial arena, they are the problem. While some whites would like to think that we have reached "the end of racism" in the United States, and others would like to celebrate diversity but are oblivious to the political, economic, and social consequences of a nation-and their sense of self-founded on a system of white supremacy, Jensen proposes a different approach. He sets his sights not only on the racism that can't be hidden, but also on the liberal platitudes that sometimes conceal the depths of that racism in "polite society." Overview from [http://books.google.com/books/about/The\\_heart\\_of\\_whiteness.html?id=7WybPkVE2hIC](http://books.google.com/books/about/The_heart_of_whiteness.html?id=7WybPkVE2hIC)

"Robert Jensen on White Privilege: Teachable Moments Require Willing Learners", The Rag Blog, July 28, 2009. <http://theragblog.blogspot.com/2009/07/robert-jensen-on-white-privilege.html> Accessed Nov 21, 2011. This blog contains a series of conversational stories during his college class that are examples of the privilege that comes with being a member of the dominant group in an unjust hierarchical system. It's the same lesson men should learn about the sexual violence women face. Heterosexuals should learn it about the condemnation that lesbians and gays endure.

Robert Jensen: What White People Fear, Mon 19 Apr 2010 by [abagond](http://abagond.wordpress.com/2010/04/19/robert-jensen-what-white-people-fear/). April 19, 2010. <http://abagond.wordpress.com/2010/04/19/robert-jensen-what-white-people-fear/> Accessed Nov 21, 2011. **Despite the civil rights movement** of the 1950s and 1960s, which overturned racist laws in America and brought an end to its apartheid, **whites and blacks are still clearly unequal** on things as simple as home ownership, education and even infant mortality. Why is change so slow? After writing and speaking about racism for



more than ten years Jensen concludes that it is fear: **whites** on both the right and the left **are afraid of living in a world without racism.**

“What White People Fear”, By Robert Jensen, YES! Magazine, Posted on March 19, 2010, Printed on November 21, 2011

[http://www.alternet.org/story/146040/what\\_white\\_people\\_fear](http://www.alternet.org/story/146040/what_white_people_fear)

Tim Wise: The creation of whiteness, A video clip. 10 min.

<http://www.youtube.com/watch?v=J3Xe1kX7Wsc>

In this spellbinding lecture, the author of *White Like Me: Reflections on Race from a Privileged Son* offers a unique, inside-out view of race and racism in America. Expertly overcoming the defensiveness that often surrounds these issues

### **JACK T. LING**

PBS Bill Moyer’s program “Becoming American; The Chinese Experience”

<http://www.pbs.org/becomingamerican/chineseexperience.html>

Chinese American Museum site:

<http://www.camla.org/>

Chinese Americans and the Transcontinental Railroad:

<http://cpr.org/Museum/Chinese.html>

### **THOMAS R. NELSON LAIRD**

“About FSSE”, [http://fsse.iub.edu/\\_/?cid=13](http://fsse.iub.edu/_/?cid=13) Accessed Nov 17, 2011

The Faculty Survey of Student Engagement (FSSE) was designed to complement the National Survey of Student Engagement (NSSE), which is administered to undergraduate students. The faculty version focuses on:

- Faculty perceptions of how often students engage in different activities.
- The importance faculty place on various areas of learning and development.
- The nature and frequency of faculty-student interactions.
- How faculty members organize their time, both in and out of the classroom.

Nelson Laird, T. F., Shaw, M. D., & Cole, E. R. , “What Instructors Report about their First-Year Students”, Presentation at the Annual Conference of the Society for Teaching and Learning in Higher Education. June 16, 2011. <http://cpr.iub.edu/uploads/2011STLHE-InstructorsPerceptionsOfFirstYearStudentsHO.pdf> Accessed Nov 17, 2011

### **CHARLES OGLETREE**

Ogletree Jr., C. J. (2009). FROM DRED SCOTT TO BARACK OBAMA: THE EBB AND FLOW OF RACE JURISPRUDENCE. *Harvard Blackletter Law Journal*, 251-39. (Full text available through EBSCO)

Ogletree Jr., C. J. (2007). The Demise of BROWN vs. Board of Education?: Creating a Blueprint to Achieving Racial Justice in the 21st Century. *Crisis (15591573)*, 114(1), 1-7. (Full text available through EBSCO)

EBSCO search website. <http://www.uakron.edu/libraries/> Click on the link [Academic Search Complete](#) in the list of Research Tools.

### **GREGORY ROBINSON**

PBS page with Jim Crow Stories. The Jim Crow era was one of struggle -- not only for the victims of violence, discrimination, and poverty, but by those who worked to challenge (or promote) segregation in the South. Various individuals, organizations, and events played key roles in shaping the history books; equally important are the experiences of those who have lived to tell their own tales. These are the stories of Jim Crow.

<http://www.pbs.org/wnet/jimcrow/stories.html>

### **LANNA SAMANIEGO**

Aaron Huey's TED Talk You Tube video about Pine Ridge Reservation:

<http://www.youtube.com/watch?v=Nv7n5jhrHGQ>

Pine Ridge Reservation 2011 video:

<http://www.youtube.com/watch?v=dqhMAoOcyi8&feature=related>

Library of Congress Memory Project's link to Native American photos, stories, music:

<http://memory.loc.gov/ammem/browse/ListSome.php?category=Native%20American%20History>

<http://search.archives.gov/query.html?col=1arch&col=social&qt=native+americans&charset=iso-8859-1&qc=1arch+social&image.x=35&image.y=12>

2010 Census map of Native American in the US

[http://www2.census.gov/geo/maps/special/AIANWall2010/AIAN\\_US\\_2010.pdf](http://www2.census.gov/geo/maps/special/AIANWall2010/AIAN_US_2010.pdf)

2010 Census data Native Americans:

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_3YR\\_S0201&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_3YR_S0201&prodType=table)

### **ADIS MARIA VILA**

US Air Force academy bio:

<http://www.usafa.af.mil/information/biographies/bio.asp?id=14319>

News story about her hiring as chief diversity officer at the US Air Force Academy:

[http://www.academicjobstoday.com/newlyHired-517-](http://www.academicjobstoday.com/newlyHired-517-Air-Force-Academy-hires-Adis-Maria-Vila-as-diversity-officer.html)

[Air Force Academy hires Adis Maria Vila as diversity officer.html](http://www.academicjobstoday.com/newlyHired-517-Air-Force-Academy-hires-Adis-Maria-Vila-as-diversity-officer.html)

Brief history of Cuba, including Cuban immigration to US after Castro's Revolution  
<http://www.everyculture.com/multi/Bu-Dr/Cuban-Americans.html>

Diversity in the US Armed Forces; Harry S Truman's racial integration of the military:  
[http://www.trumanlibrary.org/whistlestop/study\\_collections/desegregation/large/index.php?action=chronology](http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/index.php?action=chronology)

### **ZACHERY WILLIAMS**

'In Search of the Talented Tenth', Inside Higher Education, December 22, 2009 - 3:00am  
By Scott Jaschik. <http://www.insidehighered.com/news/2009/12/22/tenth> Accessed Nov 17, 2011.

Harris-Perry, Melissa, "Breaking News: Not All Black Intellectuals Think Alike", Nation; 6/13/2011, Vol. 292 Issue 24, p10-10, 1p  
<http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=ede9cf90-0aee-490c-ac81-bfd3b074dc93%40sessionmgr14&vid=5&hid=6> Accessed Nov 17, 2011.

The author comments on an academic debate involving herself, the professor Cornel West, and African American issues related to U.S. President Barack Obama. She illustrates her feelings about the debate by citing a scene from the beginning of the novel "Invisible Man" by Ralph Ellison, which depicts white people deriving amusement from the spectacle of African Americans fighting one another.

Wiggin, Greg, "Afrocentricity and the Black **Intellectual** Tradition: Carter G. Woodson, W. E. B. Du Bois, and E. Franklin Frazier", Journal of Pan African Studies; 2010, Vol. 3 Issue 9, p128-151, 24p  
<http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&hid=6&sid=ede9cf90-0aee-490c-ac81-bfd3b074dc93%40sessionmgr14> Accessed Nov 17, 2011

**African Americans'** struggles for education in the United States have been immense and the scholarship on their achievements has been growing. This article examines the lives of Carter G. Woodson, W. E. B. Du Bois and E. Franklin Frazier, and their relationships and contributions to the development of Afrocentricity. The discussion highlights the work of these three **intellectual** giants, and how they helped to advance research on Africa and the experiences of people of **African** descent.

# Recommended Resources on the General Topic of Race

## **Videos:**

*Eyes on the Prize*. PBS Documentary Series

*A Class Apart: A Mexican American Civil Rights Story*

*In Whose Honor* (film about Native American mascots)

*The Power of An Illusion* PBS Series on race in America

## **Websites:**

American Anthropological Association on Race

<http://www.understandingrace.org/>

## **General Race, Racism and Privilege**

Ani, Marimba. *Yuruqu: An African-Centered Critique of European Cultural Thought and Behavior.*

Baldwin, James. *The Price of the Ticket: Collected Nonfiction, 1948-1985.*

Bonilla-Silva, Eduardo. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States.*

Churchill, Ward. *A Little Matter of Genocide: Holocaust and Denial in the Americas, 1492 to the Present.*

Cohen, Mark Nathan. *Culture of Intolerance.*

Degrugy-Leary, Joy. *Post Traumatic Slave Syndrome.*

Doane, Ashley W. and Eduardo Bonilla-Silva, eds. *White Out: The Continuing Significance of Racism.*

Dyson, Michael Eric. *Come Hell or High Water: Hurricane Katrina and the Color of Disaster.*

Emerson, Michael and Christian Smith. *Divided by Faith: Evangelical Religion and the Problem of Race in America.*

Feagin, Joe and Hernan Vera. *White Racism.*

Karyn D. McKinney. *The Many Costs of Racism.*

Jensen, Derrick. *The Culture of Make Believe.*

Jhally, Sut and Justin Lewis. *Enlightened Racism: The Cosby Show, Audiences and the Myth of the American Dream.*

Johnson, Alan. *Privilege, Power and Difference.*

Kendall, Francie. *Understanding White Privilege.*

Kivel, Paul. *Uprooting Racism: How White People Can Work for Racial Equity.*

Kozol, Jonathan. *Amazing Grace.*

Lewis, Michael. *The Culture of Inequality.*

Lipsitz, George. *The Possessive Investment in Whiteness.*

Massey, Douglas and Nancy Denton. *American Apartheid: Segregation and the Making of the Underclass.*

Perea, Juan, ed. *Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States.*

Perry, Pamela. *Shades of White* (ethnography about race in American history)

Robinson, Randall. *Quitting America: The Departure of a Black Man from His Native Land.*

Singley, Bernestine. *When Race Becomes Real: Black and White Writers Confront Their Personal Histories.*

Steinberg, Stephen. *The Ethnic Myth: Race, Ethnicity and Class in America.*

Tatum, Beverly Daniel. *Why are all the Black Kids Sitting Together in the Cafeteria?*

Thandeka. *Learning to Be White: Money, Race and God in America.*

Trenka, Jane Jeong, et al. *Outsiders Within: Writing on Transracial Adoption.*

Winbush, Raymond, ed. *Should America Pay? Slavery and the Raging Debate On Reparations.*

Wise, Tim. *Speaking Treason Fluently: Anti-Racist Reflections from an Angry White Male.*

**History of Race, Racism and Whiteness** (Author and links if underlined)

Allen, Theodore. *The Invention of the White Race, Volume 1 and Volume 2.*

Blackmon, Douglas. *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War Two.*

Brodkin, Karen. *How Jews Became White Folks*.

Brundage, W. Fitzhugh. *The Southern Past: A Clash of Race and Memory*.

Dray, Philip. *At the Hands of Persons Unknown: The Lynching of Black America*.

Drinnon, Richard. *Facing West: The Metaphysics of Indian Hating and Empire Building*.

Guglielmo, Jennifer and Salvatore Salerno, eds. *Are Italians White? How Race is Made in America*.

Horsman, Reginald. *Race and Manifest Destiny*.

Ignatiev, Noel. *How the Irish Became White*.

Jordan, Winthrop. *The White Man's Burden: Historical Origins of Racism in the United States*.

Loewen, James. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*.

--- *Sundown Towns: A Hidden Dimension of American Racism*.

Rodney, Walter. *How Europe Underdeveloped Africa*.

Roediger, David. *The Wages of Whiteness: Race and the Making of the American Working Class*.

Rubio, Phil. *A History of Affirmative Action: 1619-2000*.

Takaki, Ron. *A Different Mirror: A History of Multicultural America*.

Taylor, Gary. *Buying Whiteness: Race, Class and Identity from Columbus to Hip-Hop*.

Washington, Harriet. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*.

### **White Anti-Racism**

Aptheker, Herbert. *Anti-Racism in U.S. History: The First Two Hundred Years*.

Brown, Cynthia Stokes. *Refusing Racism: White Allies and the Struggle for Civil Rights*.

Collum, Danny Duncan. *Black and White Together: The Search for Common Ground*.

Braden, Anne. *The Wall Between*.

Curry, Constance, et al. *Deep in Our Hearts: Nine White Women in the Freedom Movement*.

DeCaro, Louis, Jr. *John Brown: The Cost of Freedom*.

Schultz, Debra. *Going South: Jewish Women in the Civil Rights Movement*.

Segrest, Mab. *Memoir of a Race Traitor*.

Smith, Lillian. *Killers of the Dream*.

Stanton, Mary. *Freedom Walk: Mississippi or Bust*.  
---*From Selma to Sorrow: The Life and Death of Viola Liuzzo*.

Stringfellow, William. *My People is the Enemy*.

Thompson, Cooper, et al. *White Men Challenging Racism: 35 Personal Stories*.

Thompson, Becky. *A Promise and a Way of Life: White Antiracist Activism*.

Wise, Tim. *White Like Me: Reflections on Race from a Privileged Son*.

### **Responding to the Right**

Armour, Jody David. *Negrophobia and Reasonable Racism*.

Brown, Michael K. et al. *Whitewashing Race: The Myth of a Color-Blind Society*.

Fischer, Claude, et al. *Inequality by Design: Cracking the Bell Curve Myth*.

Graves, Joseph. *The Race Myth*.

### **Race and Education**

Anyon, Jean. *Radical Possibilities: Public Policy, Urban Education and a New Social Movement*.

Blau, Judith. *Race in the Schools: Perpetuating White Dominance?*

Derman-Sparks, Louise and Carol Brunson Phillips. *Teaching/Learning Anti-Racism*.

Feagin, Joe and Debra Van Ausdale. *The First R: How Children Learn Race and Racism*.  
--- with Hernan Vera and Nikitah Imani. *The Agony of Education: Black Students in White Colleges and Universities*.

Freire, Paulo. *Pedagogy of the Oppressed*.

Gutstein, Eric and Bob Peterson. *Rethinking Mathematics*.

Hilliard, III, Asa. *Testing African American Students*.

Kailin, Julie. *Antiracist Education: From Theory to Practice*.

Perry, Theresa, et al. *Young Gifted and Black: Promoting High Achievement Among African American Students*.

Pollock, Mica. *Everyday Antiracism: Getting Real About Race in School*.

Wise, Tim. *Affirmative Action: Racial Preference in Black and White*

### **Race and Economics**

Conley, Dalton. *Being Black, Living in the Red*.

Gilens, Martin. *Why Americans Hate Welfare*.

Marable, Manning. *How Capitalism Underdeveloped Black America*.

McDermott, Monica. *Working-Class White: The Making and Unmaking of Race Relations*.