
Dashboard / My courses / 2018-2019 / Winter '19 / POSC307-00-w19
/ About the Course (Contains Information on Grading) PLEASE READ
About the Course (Contains Information on Grading) PLEASE READ

See MOODLE For All assignments and due dates

The Course

"Every civil rights bill was passed for white people, not black people. I am a human being. I know ... I have right(s). White people didn’t know that. ... so [they] had to ... to tell that white man, “he’s a human being, don’t stop him.” That bill was for the white man.... I knew [my rights] all the time." Stokely Carmichael spoke for the Student Nonviolent Coordinating Committee viewpoint in 1966. The Black Panther Party enacted basic civic responsibilities in their programs. Ella Baker spoke of autonomy in community. This seminar brings voices across generations speaking to current affairs.

Readings are on e–reserves with password POSC or hyperlinked in Moodle.

Course Requirements

This research seminar offers a case study of praxis—link between theory and practice—focusing on black liberation during a period of civil rights liberation movements in the United States. We will look at the political and actions of black liberation leaders including: Martin Luther King, Jr. Malcolm X, Stokely Carmichael, Huey Newton, Kathleen Cleaver, Angela Davis, George Jackson, and Mumia Abu–Jamal. These leaders represent a diversity of voices seeking community and autonomy in on–going struggles for civil rights, human rights, liberty, dignity, responsibility, and equality. American political thought supplies some of the background to the ideal of autonomy found in the discourses of the Civil Rights Movement, the Nation of Islam, SNCC, the Black Panther Party. Karl Marx (often via Lenin and Mao) supplies another thread. We will find, however, that much of the deep debate among liberation thinkers and do–ers comes primarily from reflections on the experience of subjugation and oppression. How do the reflections among writers differ? What reading and thinking has influenced the manner of reflecting and making sense of suffering and liberation? How have the cross–currents of political action—the discourse among these figures, actual or figuratively speaking— influenced their ideals of autonomy, community, and liberation and our thinking today?

In addition to considering what has been handed down to us from primary sources—the texts of speeches, letters, and essays of these engaged political figures—how have the representations of events by scholars, court decisions, and popular media influenced our understandings? Consider that the Black Panther Party hoped to institute its own news and information service—because, in that community's view, mainstream mass media seldom covered party activities accurately. We will see examples of media coverage that will enable you to render your own judgment of public representations of liberation leaders, organizations, and actions. In sum, this seminar

Your research papers will reflect this link between theory and practice. To aid your research, you will be asked to write discussion questions for each class (forums provided on moodle) and to post an analytical paper (3–5 pages maximum) covering an aspect of the readings that will offer a starting point for one class discussion, which you will lead. In this paper you will choose one theme from the reading to explore as your thesis for the paper. You must post your paper no later than 10:00 pm TWO DAYS prior to your assigned day for leading discussion (e.g. if you lead discussion on Tuesday, post your discussion paper on Sunday evening; if you lead discussion on Thursday, post your paper on Tuesday evening). On the same day and time, you must also upload your discussion paper as an assignment, which I will evaluate. In short, the class needs to have access to your paper so that we can discuss your ideas; I need to have the paper uploaded as an assignment in order to grade it. You post it for the class and upload it as an assignment for me. It is appropriate to bring your own research to bear on this analysis of the ideas found in the assigned readings.

You will hand your seminar research paper in at three points (reflecting work done on two major parts of the paper and the final work) and participate in a final presentation of our seminar’s works. Here’s how this paper writing works:

On the dates specified below you will hand in, in this order, your literature review, theoretical/analytical framework, and, ultimately, the final paper in which you have revised these two important parts of any research paper and completed the exposition of your thesis and drawn a conclusion (i.e. a finished, complete paper). These are each graded assignments. It may seem strange that we would “count” a final version of the paper as on par with two of its sections. But learning to write these sections of the paper will be some of the most important work of the class. The literature review and framework assignments are not meant to be drafts, although they may certainly be revised for the final paper. In short, the final paper is in a sense only as good as the way you’ve established your analysis.

Our paper presentations will also take a novel approach. Each of you will be teamed up with another seminar member to present your seminar colleague’s paper. To give an adequate presentation of a colleague’s work, you must study their work closely and present to the group the paper that the colleague may have wished to she or he had written. This teamwork will help each of you produce an excellent paper. The timing of these presentations allows for revisions of the final project before the final date on which I will accept your papers.
Grades will be computed as follows:

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Last modified: Wednesday, 2 January 2019, 10:02 AM

POSC 307 Prof: Barbara Allen
Tues Thurs 10:10–11:55 Weitz 231

Announcements

Discussion Leader Sign Up

Choose one day on which you will write a discussion analysis paper and help lead our discussion.

Let's Talk About America: Occupy Wall Street

A film by Sam Feigenbaum and Jacob Hamalian

Literature Review Notes Power Point

Uploaded 19/01/18, 06:58

These are notes from our discussion of how to write a literature review.

Examples of Papers with Various Kinds of Literature Reviews

Consult these papers for several forms of literature review. You can also open just about any paper published in American Political Science Review, American Historical Review, Journal of American History, or Review of Politics to see some form of literature review.

Self Editing

Uploaded 24/01/18, 12:45

Fold into a rectangle and keep handy

A Student Paper that Has a Lit Review and an Interesting Method

Uploaded 30/01/18, 12:07

ABOUT THE COURSE

MUST READ TO UNDERSTAND PURPOSE, ACTIVITIES, GRADING

About the Course (Contains Information on Grading) PLEASE READ

POSC 307 Prof: Barbara Allen
Tues Thurs Weitz 231 10:10–11:55

6 January – 12 January

Part 1 Political Theory and Practical Politics

Tues Jan 8 Foreground: Language and Perception: The Meaning of “Race” and a New Phase of the Movement

Everyone reads Preface to Taylor Branch.
Caroline Carty, Jonathan Elwell, Katherine Erickson, Shelby Jones, and Wilson Li read Chapter 4.

Thurs Jan 10  **Background of American Thought on "Autonomy"**

Three Examples of Inherited Ideas about "Liberty": Emerson, Douglass, Dewey

For the readings below, EVERYONE reads all three authors. And EVERYONE studies Douglass’s ideas carefully. Then

Caroline Carty, Jonathan Elwell, Katherine Erickson, Shelby Jones, and Wilson Li focus on Emerson (and compare with Douglass), while

Lucas Mueller, Sogra Nassri, Luke Norquist, Jordyn Pigott, and Genesis Rojas focus on Dewey (and compare with Douglass)

Read: Ralph Waldo Emerson. 1841. *Self Reliance,* Project Gutenberg
Frederick Douglass. 1872. *Self-Made Men,* Monadnock Valley Press. 1–21.

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13 January – 19 January

**Tues Jan 15  Law and Rights in a Constitutional Context**

Thurgood Marshall and Martin Luther King on Civil Rights


Thurgood Marshall. *Continuation of Oral Arguments in Briggs v Elliott,* 342 U.S. 350 (1952). (This is the first case of the Brown decision.)


**Thurs Jan 17  I. Autonomy in Community: Writings of ML King—Focus on Montgomery**

Read: MLK original typescript: “Holt Street Church” December 5, 1955


MLK “Desegregation and the Future [Address to the National Committee for Rural Schools]” December 1, 1956

MLK “Statement by the President of the MIA,” original typescript, December 20, 1956 *

MLK “Comments on Bus Company’s Decision to End Segregation on Its Lines,” transcription, April 24, 1956


II. More Background on Montgomery Context


Question Forum Tuesday January 15

Discussion Leader Posts a 3–5 page paper. Each seminar member posts at least one question pertaining to the readings and the discussion leader paper.

Question Forum January 17

Discussion Leader Posts a 3–5 page paper. Each seminar member posts at least one question pertaining to the readings and the discussion leader paper.

Discussion Leaders for January 15 and 17 Turn in Papers

Hand in Papers Here by 11:55 pm two days before you lead discussion.

Assignment MONTGOMERY: Citations for the two "mainstream" and two African American News Stories Here

Post the complete citations for the two "mainstream" and two African American (four total) News Stories that you found on the topic of civil rights in Montgomery 1955–1956. Also post the page view pdf of the article. Use ProQuest, ProQuest Historical Newspapers, Historical Black Newspapers, and Readers’ Guide Retrospective to find at least TWO accounts of Montgomery Civil Rights activity 1955–1956 in a “mainstream” newspaper or magazine and two accounts of the same activity in an African American newspaper. POST The citation of these articles on our forum and upload the “page view” pdf of the article HERE.

Assignment BROWN: Citations for the two "mainstream" and two African American News Stories Here

Post the complete citations for the two "mainstream" and two African American (four total) News Stories that you found on the topic of the Brown decision and it’s implications. Also post the page view pdf of the article. Use ProQuest, ProQuest Historical Newspapers, Historical Black Newspapers, and Readers’ Guide Retrospective to find at least TWO accounts of the Brown decision and its implications in a “mainstream” newspaper or magazine and two accounts of the decision in an African American newspaper. POST The citation of these articles on our forum and upload the “page view” pdf of the article HERE.

Comparing the "Mainstream" and African American News Coverage of Brown

ASSIGNMENT: Use ProQuest, ProQuest Historical Newspapers, Historical Black Newspapers, and Readers’ Guide Retrospective to find at least TWO accounts of the Brown decision and its implications in a "mainstream" newspaper or magazine and two accounts of the decision in an African American newspaper. POST The citation of these articles on our forum and upload the “page view” pdf of the article HERE.

20 January – 26 January
Tuesday January 22 Field Trip to Guthrie Theater to see Lauren Yee’s “The Great Leap,” Bus leaves campus 5:45 pm; play starts 7:30 pm

Tues Jan 22  III. How Events are Represented: Montgomery and Brown.

Montgomery


“Martin Luther King and the Montgomery Story,” Graphic Short Story, New York: Fellowship of Reconciliation circa 1957


A Sample from the renowned African American Journalist, Ted Poston. All stories are brief. Take a look.

"On the Appeal to the Supreme Court: Portraying the winner of a recent batch of antisegregation cases, which gave the NAACP [National Association for the Advancement of Colored People] one of Its important gains on its anniversary," The Survey, 85,1 (January 1, 1949) 18–21.

"Martin Luther King, Jr. the Preacher Who Fights," Afro-American, 8 June 1956.

"This is Montgomery," Afro–American, Jul 14, 1956.

"This is Montgomery: Separated by a 7-Foot Wall," Afro–American, Aug 04, 1956.

"This is Montgomery: The White Citizens Councils," Afro–American, Aug 18, 1956.

"This is Montgomery: No Hat in Hand," Afro–American Aug 25, 1956.

This is Montgomery: No Longer Afraid Afro–American, Sep 01, 1956.

"This is Montgomery: Separate and Unequal," Afro–American, Sep 15, 1956.


Brown


Lost Supreme Court Justice Thurgood Marshall interview with Mike Wallace on Night Beat , Dumont Television & Jotto
from IRA GALLEN

07:05


A 1969 oral history interview with Justice Thurgood Marshall conducted for the LBJ Presidential Library by T.H. Baker, who headed the LBJ oral history program. CSPAN.

Listen from about 22:40–44:00. Discussion of 1957 bill that eventually became the Civil Rights Act 1964 starts around 26:17

Report on ASSIGNMENT: Use ProQuest, ProQuest Historical Newspapers, Historical Black Newspapers, and Readers’ Guide Retrospective to find at least TWO accounts of the Brown Decision and what it will mean in a “mainstream” newspaper or magazine and at least TWO accounts of the same activity in an African American newspaper. POST The citation of these articles on our forum and upload the “page view” pdf of the article under “Assignment: Comparing "Mainstream" and African American News Coverage of Brown.”

Thurs Jan 24 I. King on Nonviolence and Self-Determination

We divide these readings among groups for team reporting:

All in James, M. Washington, ed. A Testament of Hope.


EVERYONE READS: MLK “Letter from the Birmingham City Jail”

II. Obstacles to Success and the “New South” Concept


II. Context: “The New South” and the SCLC Founding


THURS Jan 24 NOON WORKSHOP: Literature Review and Analytical Framework

30 minutes following our class in our classroom

Assignment for the Workshop: Using any of our main analytical expositions on civil rights and the courts (e.g. Garrow, Branch,) theoretical writings from nineteenth and early twentieth century thinkers (e.g. Emerson, Douglass, Dewey) , pick one idea, claim, point made about Marshall, Brown, King, Montgomery, or the Civil Rights Movement organizationally (e.g. "gender and civil rights") as your topic. You have three paragraphs in which you should:

1.State the Garrow and/or Branch views of your event, idea, or claim about the movement or movement figures in the 1950s. Compare and contrast the
views of the authors you have chosen (e.g. Garrow's view contrasted with Branch's view).

2. Use at least three of our other texts in the class (e.g. King's speeches and sermons, Marshall's oral arguments or law review articles, newspaper coverage of events) as evidence to pose a hypothesis in support or as refutation of the understandings given by either/both Garrow and Branch (or whomever you choose as your authority).

3. Lay out your "case" and its significance (why we should care) in two paragraphs. Post your work on the forum provided below.

Look at "Memorabilia From SCLC"

Question Forum January 22

Each seminar member posts at least one question pertaining to the COMMON readings. Each TEAM posts a synoptic point or question linking the team's readings to the common readings.

Question Forum January 24

Discussion Leader Posts a 3–5 page paper. Each seminar member posts at least one question pertaining to the readings and the discussion leader paper.

Comparing the "Mainstream" and African American News Coverage of Montgomery

ASSIGNMENT: Use ProQuest, ProQuest Historical Newspapers, Historical Black Newspapers, and Readers' Guide Retrospective to find at least TWO accounts of Montgomery Civil Rights activity 1955–1956 in a "mainstream" newspaper or magazine and two accounts of the same activity in an African American newspaper. POST The citation of these articles on our forum and upload the “page view” pdf of the article HERE.

Discussion Leaders for January 22 Turn In Papers

Hand in Papers Here by 10:00 pm two days before you lead discussion.

Literature Review Exercise for Discussion

Post your 3 paragraph literature review here by Wednesday, 18 January, 9:00 p.m.

Results of News Story Comparison Assignment

This file contains urls and pdfs submitted to compare "mainstream" and African-American press coverage of events during the Montgomery Bus Boycott.

27 January – 2 February

Part 2: The Self Defense Alternative

Tues Jan 29  Malcolm X: Dignity, Community, Self–Reliance


WATCH:

Chicago NBC Affiliate WMAQ, “City Desk,” 17 March 17 1963
by Jim Hurlbut, Floyd Kalber, Len O’Connor, and Charles McCuen

Thurs Jan 31   "Albany Failure," SCLC, SNCC, Freedom Rides, and the “Communist Connection"

   Everyone Reads:


On Line Resource at Gould Library

https://www-falcrum-org-ezproxy.carleton.edu/concern/monographs/pn89d663n

   Read Introduction, Chapters 1–7 (Sit ins through March on Washington)

   AND "How and Why Did Women in SNCC (Student Nonviolent Coordinating Committee) Author a Pathbreaking Feminist Manifesto, 1964–1965." At http://womhist.alexanderstreet.com/SNCC/intro.htm#one

   Take note of the the documents used to construct this history (linked at the site).

   Find the "Waveland Memo" here: Document 43: (name withheld by request), Position Paper #24, (women in the movement), Waveland, Mississippi, [6–12 November 1964], Elaine DeLott Baker Papers, Schlesinger Library, Radcliffe Institute, Harvard University


   "The Nation’s Future" transcript of a debate between MLK and James Kilpatrick (look up James Kilpatrick to see who he is). November 26, 1960


Team reporting on the following document folders.

Southern Christian Leadership Conference Founding documents:


MLK "To Amzie Moore 20 May 1958," original Typescript

Student Nonviolent Coordinating Committee (SNCC) founding documents:


Re: Communism c. 1960 documents:


Representations of Direct Action in North Carolina:


Video of King Discussing Kennedy CNN

Team Report on An Additional Reading.

Problems in Organizational Structure?


Considering the Albany Context


Representations of Albany

Take a Look at the News Coverage:


Friday Turn in Literature Review

- Literature Review
- Question Forum Jan 29

Each seminar member posts at least one question pertaining to the COMMON readings. Each TEAM posts a synoptic point or question linking the team's readings to the common readings.

- Discussion Leaders for January 29 Turn in Papers

Hand in Papers Here by 10:00 pm two days before you lead discussion.

- Question Forum January 31

Each seminar member posts at least one question pertaining to the COMMON readings. Each TEAM posts a synoptic point or question linking the team's readings to the common readings.

- Choose a Document Collection January 31

Choose one of the six document collections as an example of research materials relevant to the history of the SCLC and MLK.

- Choose An Additional Reading January 31

Choose one of the following texts to read and report to class

3 February – 9 February

Tues Feb 5  Malcolm on Rights in Struggle

I. Discuss Literature Reviews

II. Malcolm on History, Race, the Individual, Society and Political Institutions


Listen:

- The Ballot or the Bullet 12 April 1964
- Malcolm X Speech Los Angeles 1962

Watch these speeches

- Text of Malcolm X’s Speech at the Founding Rally of the Organization of Afro-American Unity 28 June 1963
Founding Rally of OAAU 28 June 1964

**Democracy is Hypocrisy** 2 February 1965 Carleton OnLine Video

### III. Consider the Birmingham Context

Read: MLK. “Eulogy for the Martyred Children (1963)


**Four letters from Fred Shuttlesworth regarding Birmingham:** to Martin Luther King, Jr. and Wyatt T. Walker (15 March 1963); to Martin Luther King, Jr. (7 November 1963); to L.H. Pitts (11 December 1963) and to J.L. Ware (11 November 1963).

Review: “*Letter from the Birmingham Jail*” in the form sold for 10¢ by the Friends Service Committee with King’s signature

Research Resources:

*Selected Birmingham Police Reports on Mass Meetings 1963*

*Eugene “Bull” Connor Papers: Wire Tap of King Conversation 16 April 1963.*

**Representations of Birmingham**

**Several short readings reflecting media coverage:**


**ASSIGNMENT:** 1) Use ProQuest, ProQuest Historical Newspapers and Historical Black Newspapers to find at least one account of Birmingham Direct Action 1962–1964, in a “mainstream” US newspaper or magazine and at least one account of the Birmingham campaign in an African–American newspaper.

2) Use ProQuest, ProQuest Historical Newspapers and Historical Black Newspapers to find at least one
account of the "Harlem Hate Gang Scare" OR the 1965 bombing of Malcolm X's home OR the 1962 Los Angeles shootings.

POST The citation of these articles on our forum and upload the "page view" pdf of the article under “Assignment: Comparing “Mainstream” US and US African American News Coverage to the Foreign Press Coverage of Birmingham.

Thurs Feb 7

Self Defense

Read from Malcolm X Speaks: “At the Audubon (Dec 13 & 20);” from By Any Means Necessary: “Interview by A.B. Spellman;” “Young Socialist Interview,” From Last Speeches: "Whatever is Necessary to Protect Ourselves"

WATCH IN CLASS Excerpts from

Make it Plain. David McCullough, 150 min.

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Question Forum February 5

Each seminar member posts at least one question pertaining to the COMMON readings. Each TEAM posts a synoptic point or question linking the team’s readings to the common readings.

Question Forum February 7

Discussion Leader Posts a 3–5 page paper. Each seminar member posts at least one question pertaining to the readings and the discussion leader paper.

Discussion Leaders for February 7 Turn in Papers

Hand in Papers Here by 10:00 pm two days before you lead discussion.


Post citations for your news stories here.


Post citations for your news stories here.


Condeleeza Rice Recollections of Birmingham

An interview from the Washington Post

Choose Reading on Representation of Birmingham January 29

Choose one of the following short reading sets for team reports on representations of Birmingham.
10 February – 16 February

Mon Feb 11 Midterm Break

Field Trip Penumbra Theater to see Ifa Bayeza's "Benevolence," Bus leaves campus 5:45 pm; play starts at 7:30 pm

Tues Feb 12 Comparing SNCC, Malcolm, and SCLC: Is Direct Action Enough? (How Do We Evaluate that Question?)

Read: Stokely Carmichael Black Power Speech

Listen:

Or Watch:

Black Power Speech

Stokely Carmichael Black Power Speech October 1966 Berkeley, CA

Read:

On Line Resource at Gould Library

https://www-fulcrum-org.ezproxy.carleton.edu/concern/monographs/pn89d663n

Read Introduction, Chapters 12–18 (Focus especially on Ch 14, Black Power).


II. Regional Contexts—The "North," Urban America, East Coast and West Coast


Watch News Coverage at these Links

Chicago Riots

Moving Image Archives

Chicago Film Archives

See Malcolm X on Front Page Challenge January 5, 1965, CBC Interview On 1968 Chicago DNC Protests

Malcolm X on Front Page Challenge (January 5, 1965, CBC)

from Mecca_Audio

07:48

Student News Conference Right of Dissent

Thurs Feb 14 Drawing Distinctions and Advocating Separation Stokely Carmichael from Black Power to Black Panther


Stokely Carmichael: "Who is Qualified?" "Power and Racism;" "Dialectics of Liberation;" "Pitfalls of Liberalism;" "A New World Built;" "From Black Power Back to Pan–Africanism."


Stokely Carmichael at the Free Huey Rally April 6, 1968 in two parts

Friday Feb 15 Turn in Analytical Framework (and as necessary revised Literature Review)

Analytical Framework
Turn in the Analytical Framework and, if you have revised, your Literature Review

Question Forum Feb 12
Discussion Leader Posts a 3–5 page paper. Each seminar member posts at least one question pertaining to the readings and the discussion leader paper.

Question Forum Feb 14
Discussion Leader Posts a 3–5 page paper. Each seminar member posts at least one question pertaining to the readings and the discussion leader paper.

Discussion Leader for February 12 and 14 Turn in Papers
Hand in Papers Here by 10:00 pm two days before you lead discussion.

The Persistence of Racial Resentment
New York Times Study
17 February – 23 February

Part 3 Separation, Civil Rights, and International Liberation Movements

Tues Feb 19  The Black Panther Party

I. Discuss Analytical Frameworks

II. Party Formation, Aims, and Rules

Read:  David Hilliard. 2008. *Introduction to the Black Panther Party Survival Programs* *The Black Panther Party: Service to the People Programs.* University of New Mexico Press.

And These Example Programs

Intercommunal Youth Institute, Community Learning Center, Son of Man Temple, Seniors Against a Fearful Environment (SAFE), Peoples Free Medical Research Health Clinics, Peoples Free Ambulance Service, Free Breakfast for School Children Program, Free Food Program, Black Student Alliance, Landbanking, People’s Free Employment Program, Intercommunal News Service, Peoples Cooperative Housing Program, Child Development Center, Organizing a People’s Campaign.


Read Introduction, Ch 1–4.


https://www-jstor-org.ezproxy.carleton.edu/stable/j.ctt1ffjh84

Ch 1–3 and Appendices A and B


Thurs Feb 21  Huey Newton

Read:  Selected Readings from *The Black Panther Speaks,* Focus on “The Genius of Huey Newton,”


Read:  Foreword; Introduction; Executive Mandates 1–3: The Correct Handling of a Revolution; Speech Delivered at Boston College: November 18, 1970; Fear and Doubt, May 15, 1967; In Defense of Self-Defense I & II; Black Capitalism Reanalyzed I& II ; On the Peace Movement; The Women’s Liberation and Gay Liberation Movements; To the Revolutionary People's Constitutional Convention.

Black Panther Party Footage

Question Forum February 19
24 February – 2 March

**Tues Feb 26**

More from Huey Newton, Elaine Brown, Kathleen Cleaver, Angela Davis, George Jackson, Mumia Abu Jamal

Read:


Angela Davis. 1971. from *If They Come in the Morning*, Angela Davis ed. New York: New American Library: Political Prisoners, Prisons, and Black Liberation; Lessons from Attica to Soledad.


**Thurs Feb 28**

Bringing the Conversation Forward.

Read:


Watch Kathleen Cleaver Oral History Interview

Kathleen Cleaver
Fri Mar 1 Research Papers Due for Colloquium Presentations

Research Papers Complete for Colloquium Presentation

Question Forum February 26

Discussion Leader Posts a 3–5 page paper. Each seminar member posts at least one question pertaining to the readings and the discussion leader paper.

Question Forum February 28

Discussion Leader Posts a 3–5 page paper. Each seminar member posts at least one question pertaining to the readings and the discussion leader paper.

Discussion Leaders for February 26 and 28 Turn in Papers

Hand in Papers Here by 10:00 pm two days before you lead discussion.

3 March – 9 March

Thurs Mar 5 Mini Conference Class Presentations

Thurs Mar 7 Mini Conference Class Presentations

Discussants Final Projects

10 March – 16 March

Tues Mar 12 Individual Conferences on Papers

PAPERS DUE IN No Later than 5:00pm Friday March 15

FINAL PAPERS DUE IN CLASS

WE WILL DISCUSS OUR PROGRESS ON OUR COLLOQUIAL RESEARCH VENTURE. NO LATE PAPERS.