



Course Title/Course #: *African American Studies/#2407*

Start Date: 1

Meetings: 180 Days (Total)

Course Description

The African American Studies course in Richmond Public Schools is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent, the course will provide a descriptive and corrective overview which will introduce the student to the study of the African and African American experiences. This course is a survey of the African-American experience from the African background to the post-civil rights developments. It focuses on African-Americans' quest for the American dream and how they attempted to deal with the problems and challenges posed by enslavement and racism. Themes of change and continuity in the black experience, the struggles against Jim Crow, the civil rights struggles, and post-civil rights developments are also examined.

Pacing, Resources & Assessments ~ MP1

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Ongoing	AAS.1a,b,c ,d,e,f,g,h, i, j	Essential Skills	Suggested Nonfiction Reading: <i>Race in North America: Origin and Evolution of a Worldview</i> (Audrey Smedley, 3 rd Edition) pp. 15-23, 30-35 <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i> (James W. Loewen, 2 nd Edition) pp. 135-171	
15	AAS.2a,b,c ,d	African Beginnings	Textbook/Materials: <i>African-American History</i> (Prentice Hall, 2 nd Edition) pp. 6-27 Technology/Web Resources: How to NOT Write About Africa	Formative: <ul style="list-style-type: none"> ● Exit Tickets ● Metacognition slips ● Sporcle Online Quiz ● Foldable



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			<p>African Geography Game</p> <p>The Story of Africa/Africa Before Slavery</p> <p>Africans in America (Part 1: 1450-1750)</p> <p>Interactive Timeline Based Map of Africa</p> <p>"The African Americans: Many Rivers to Cross (The Black Atlantic, 1500-1800)"</p> <p>Lost Kingdoms of Nubia</p> <p>Ancient Africa's Golden Times</p> <p>Queen Nefertiti Mini Bio</p> <p>King Tut Mini Bio</p> <p>Queen Cleopatra Mini Bio</p> <p>Suggested Non-fiction Reading: <i>Africa: A Biography of the Continent</i> (John Reader) pp. 135-148,181-238</p>	<ul style="list-style-type: none"> ● Primary Source Analysis of Ancient African Art ● Write a postcard to present-day students, but write it from the perspective of Queen Nefertiti ● Compare/Contrast ● Create a poster drawing of perceptions of ancient African kingdoms <p>Summative:</p> <ul style="list-style-type: none"> ● Quizzes ● Interactive Achievement ● Research Paper ● Persuasive essays ● Class debates ● Laundry Day: students create activities to "clean up" or improve their classmates understanding of required content ● Presentations (Group or Individual) ● Student Portfolio
15	AAS.3a,b,c,d	Origins and Expansion of Slavery	<p>Textbook/Materials: African-American History (Prentice Hall, 2nd Edition) pp. 30-53</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets



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			<p>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa</p> <p>Technology/Web Resources:</p> <p>Slavery in Africa</p> <p>Africans in America (Part 1: 1450-1750)</p> <p>Trans-Atlantic Slave Trade Map</p> <p>“The African Americans: Many Rivers to Cross (The Black Atlantic, 1500-1800)”</p> <p>“The Middle Passage Documentary”</p> <p>Suggested Nonfiction Readings: <i>Africa: A Biography of the Continent</i> (John Reader) pp. 369-433 <i>Race in North America: Origin and Evolution of a Worldview</i> (Audrey Smedley, 3rd Edition) pp. 95-108</p>	<ul style="list-style-type: none"> • Venn Diagram Perceptions of Slavery and pre-Trans-Atlantic slavery • Foldable • Primary Source Analysis of Olaudah Equiano’s autobiography • Frayer Model of “American slavery” • Compare/Contrast African enslavement and other groups of people who were enslaved • Simulation of the implications of the Trans-Atlantic slave trade for the African continent <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes • Interactive Achievement • Research Paper • Persuasive essays • Class debates • Laundry Day: students create activities to “clean up” or improve their classmates understanding of required content • Presentations (Group or Individual) • Student Portfolio
10	AAS.4a,b,c	Slavery in America	<p>Textbook/Materials: African-American History (Prentice Hall, 2nd Edition) pp. 60-74, 131-135, 209-212, 222, 269-271</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Leaning/Response logs of personal impressions of the gravity of slavery



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			<p>Technology/Web Resources: “The African Americans: Many Rivers to Cross (The Black Atlantic, 1500-1800)”</p> <p>Slavery BrainPop</p> <p>Slave Trade Images</p> <p>Africans in America (Part 1: 1450-1750)</p> <p>Africans in America (Part 2: 1750-1805)</p> <p>African Americans at Jamestown</p> <p>The Spread of Slavery Map/Timeline</p> <p>Slavery and the Making of America: Link 1 Link 2 Link 3</p> <p>Fugitive Slave Act of 1793</p> <p>Resistance of Slavery</p> <p>Suggested Nonfiction Readings: <i>Race in North America: Origin and Evolution of a Worldview</i> (Audrey Smedley, 3rd Edition) pp. 108-120</p>	<ul style="list-style-type: none">● Exit Tickets● Mapping of the Trans-Atlantic slave trade● Primary Source Analysis of Slave Trade Images● Compare/Contrast slavery in the northern and southern colonies● Simulation of justifications of slavery through role play and/or journal writing <p>Summative:</p> <ul style="list-style-type: none">● Quizzes● Interactive Achievement● Research Paper● Persuasive essays● Class debates● Laundry Day: students create activities to “clean up” or improve their classmates understanding of required content● Presentations (Group or Individual)● Student Portfolio
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			<p><i>Foul Means: The Formation of a Slave Society in Virginia, 1660-1740</i> (Anthony S. Parent, Jr.) <i>The Classic Slave Narratives</i> (Henry Louis Gates, Jr. edited) <i>Rebels Against Slavery: American Slave Revolts</i> (Patricia C. McKissack and Frederick L. McKissack) pp. 11-24, 60-70 (Henrico County Revolt), 83-111, 130-159 <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i> (James W. Loewen, 2nd Edition) pp. 172-182 Suggested Film/Media: "Amistad" (1997)</p>	
5	AAS.1,2,3,4	REVIEW & END OF NINE WEEKS TEST		



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Pacing, Resources & Assessments ~ MP2

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Ongoing	AAS.1a,b,c ,d,e,f,g,h, i, j	Essential Skills		
15	AAS.5a,b,c ,d,e,f	Colonial and Revolutionary Era	<p>Textbook/Materials: African-American History (Prentice Hall, 2nd Edition) pp. 78-81, 88-104, 146-201, 206-267</p> <p>Technology/Web Resources: Blacks in the Colonial Period & the Revolutionary War</p> <p>Africans in America (Part 2: 1750-1805)</p> <p>Africans in America (Part 3:</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Reading & response logs of personal impressions of the <i>Incidents in the Life of a Slave Girl</i> • Metacognition Slips • Exit Tickets on impressions of various videos • Debate circle on the role of the church during slavery • Foldable of various abolitionists • Primary Source Analysis of Constitution as it pertains to slavery



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		<p>1791-1831</p> <p>Africans in America (Part 4: 1831-1865)</p> <p>Articles of the Constitution Pertaining to Slavery</p> <p>Free Blacks in Colonial Virginia: Link 1 Link 2 Link 3 Link 4 Link 5</p> <p>Slavery and the Making of America: Link 1 Link 2</p> <p>Blacks in the Church: Link 1 Link 2 Link 3 Link 4</p> <p>Abolitionist Movement: Link 1 Link 2 Link 3 Link 4</p> <p>Harriet Tubman Mini Bio</p>	<ul style="list-style-type: none">● Compare/Contrast experiences of freed and enslaved Blacks during Colonial times● Role play of the different ways Blacks contributed to the Revolutionary War <p>Summative:</p> <ul style="list-style-type: none">● Quizzes● Interactive Achievement● Research Paper● Persuasive essays● Class debates● Laundry Day: students create activities to “clean up” or improve their classmates understanding of required content● Presentations (Group or Individual)● Student Portfolio
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			<p>Frederick Douglass Mini Bio</p> <p>Suggested Nonfiction Reading: “What to the Slave is the 4th of July” (Frederick Douglass, Speech)</p> <p>Incidents in the Life of a Slave Girl (Harriet Ann Jacobs)</p> <p>Suggested Film/Media: “The African-Americans: Many Rivers to Cross” (Episode 2 - The Age of Slavery, 1800-1860): currently available on Netflix</p>	
10	AAS.6a,b,c	Civil War	<p>Textbook/Materials: African-American History (Prentice Hall, 2nd Edition) pp. 104-118, 268-311</p> <p>Technology/Web Resources: Africans in America (Part 4: 1831-1865)</p> <p>Blacks and the Civil War: Link 1 Link 2 Link 3 Link 4</p> <p>Emancipation Proclamation: Link 1</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Timeline of the Civil War and emancipation • Exit Tickets • Inside-Outside Circle evaluating opinions of African-American views on Emancipation • Primary Source Analysis of the Emancipation Proclamation • Compare/Contrast Lincoln’s changing views on slavery • Role play of the different ways Blacks contributed to the Civil War <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes • Interactive Achievement



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			<p>Link 2</p> <p>Lincoln on Slavery: Link 1 Link 2 Link 3</p> <p>African Americans Views on Emancipation: Link 1 Link 2</p> <p>Suggested Nonfiction Reading: <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i> (James W. Loewen, 2nd Edition) pp. 182-203</p> <p>Suggested Film/Media: "The African-Americans: Many Rivers to Cross" (Episode 3 – Into the Fire, 1861-1896): currently available on Netflix "Lincoln" (2012) "Glory" (1989)</p>	<ul style="list-style-type: none"> ● Research Paper ● Persuasive essays ● Class debates ● Laundry Day: students create activities to "clean up" or improve their classmates understanding of required content ● Presentations (Group or Individual) ● Student Portfolio
10	AAS.1,2,3,4,5,6	REVIEW & MIDTERM EXAM		



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Pacing, Resources & Assessments ~ MP3

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Ongoing	AAS.1a,b,c ,d,e,f,g,h, i, j	Essential Skills		
15	AAS.7a,b,c ,d,e	Reconstruction	<p>Textbook/Materials: African-American History (Prentice Hall, 2nd Edition) pp. 314-376, 400-417, 434-438</p> <p>Technology/Web Resources:</p> <p>General Reconstruction Information: Link 1 Link 2 Link 3 Link 4 Link 5</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Timeline of Reconstruction • Exit Tickets • Beyond the Bubble Assessments (under Technology/Web Resources) • Foldable of Reconstruction Amendments • Primary Source Analysis of laws passed during Reconstruction • Role Play of Northern soldiers taking control of the South and the Southern white reaction vs. the former enslaved people's reactions



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			<p>General Timeline of Reconstruction: Link 1 Link 2</p> <p>Reconstruction Reading</p> <p>Former Slaves</p> <p>Frederick Douglass Mini Bio</p> <p>Reconstruction Amendments: Link 1 Link 2 Link 3 Link 4 Link 5</p> <p>Rise of Black Politicians: Link 1 Link 2 Link 3 Link 4</p> <p>KKK</p> <p>Suggested Nonfiction Reading: <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i> (James W. Loewen, 2nd Edition) pp. 182-203 <i>Narrative of the Life of Frederick</i></p>	<ul style="list-style-type: none"> • Compare/Contrast the South before Reconstruction and the South during Reconstruction • Simulation of election races that led to the rise of black politicians <p>Summative:</p> <ul style="list-style-type: none"> • Quizzes • Interactive Achievement • Research Paper • Persuasive essays • Class debates • Laundry Day: students create activities to “clean up” or improve their classmates understanding of required content • Presentations (Group or Individual) • Student Portfolio
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			<p><i>Douglass, an American Slave</i> (Frederick Douglass) <i>Beloved</i> (Toni Morrison) Suggested Film/Media: “The African-Americans: Many Rivers to Cross” (Episode 3 – Into the Fire, 1861-1896): currently available on Netflix “Birth of a Nation” (1915) “Reconstruction: The Second Civil War” (American Experience, 2003) – available through Youtube</p>	
10	AAS.8a,b,c,d	Post-Reconstruction & WWI	<p>Textbook/Materials: African-American History (Prentice Hall, 2nd Edition) pp. 377-384, 393-397, 439-451, 475</p> <p>Technology/Web Resources:</p> <p>Jim Crow: Link 1 Link 2 Link 3 Link 4 Link 5</p> <p>Blacks, The Spanish-American War, & WWI: Link 1 Link 2 Link 3</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Foldable on Booker T. Washington and W.E.B. DuBois ● Primary Source Analysis of <i>Up From Slavery</i> ● Role Play of the various contributions of Blacks in the Spanish-American War or WWI ● Metacognition Slips ● Beyond the Bubble Assessment under Ida B. Wells ● Compare/Contrast Jim Crow laws to laws placed over former slaves ● Diorama of the beginning forms of organized resistance to Jim Crow, lynching, etc. <p>Summative:</p>



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			<p>Link 4 Link 5 Link 6 Link 7</p> <p>Ida B. Wells Anti-Lynching Pioneer: Link 1 Link 2 Link 3 Link 4</p> <p>Resistance: Link 1 Link 2 Link 3 Link 4 Link 5 Link 6 Link 7 Link 8 Link 9</p> <p>W.E.B. DuBois & the NAACP: Link 1 Link 2 Link 3</p> <p>Booker T. Washington: Link 1 Link 2 Link 3</p>	<ul style="list-style-type: none">• Quizzes• Interactive Achievement• Research Paper• Persuasive essays• Class debates• Laundry Day: students create activities to “clean up” or improve their classmates understanding of required content• Presentations (Group or Individual)• Student Portfolio
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			<p>W.E.B DuBois Rivalry with Booker T. Washington Bio</p> <p>African American Population Distribution Map, 1890</p> <p>Suggested Reading: <i>The Right to Ride: Streetcar Boycotts and African American Citizenship in the Era of Plessy v. Ferguson</i> (Blair L. M. Kelley) <i>The Strange Career of Jim Crow</i> (C. Vann Woodward, 3rd Edition) <i>Up from Slavery</i> (Booker T. Washington) <i>The Souls of Black Folk</i> (W.E.B. DuBois)</p> <p>Suggested Film/Media: “The African-Americans: Many Rivers to Cross” (Episode 4 – Making a Way Out of No Way, 1897-1940): currently available on Netflix</p>	
10	AAS.1,7,8,9	REVIEW & NINE WEEK TEST		

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Pacing, Resources & Assessments ~ MP4

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Ongoing	AAS.1a,b,c ,d,e,f,g,h, i, j	Essential Skills		
10	AAS.10a,b, c,d	WWII & Postwar Years	<p>Textbook/Materials: African-American History (Prentice Hall, 2nd Edition) pp. 483-484, 557-559, 568-585, 587-591</p> <p>Technology/Web Resources: Blacks in WWII & Cold War Conflicts: Link 1 Link 2 Link 3 Link 4 Link 5 Link 6</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Diorama of Black involvement during WWII and the Cold War Conflicts ● Write the speech A. Philip Randolph would have had to give at the threatened March on Washington to integrate defense industries ● Primary Source Analysis of Executive Order 8802 ● Mini-Presentations on an influential contributor to the Harlem Renaissance



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			<p>Link 7 Link 8 Link 9 Link 10 Link 11 Link 12</p> <p>Muhammad Ali Draft Refusal: Link 1 Link 2</p> <p>Jackie Robinson & the Segregated Military Bio Short</p> <p>Integration in Defense Industries: Link 1 Link 2</p> <p>A. Philip Randolph: Link 1 Link 2 Link 3</p> <p>Black Migration Routes Map during WWII</p> <p>Suggested Reading: <i>The Strange Career of Jim Crow</i> (C. Vann Woodward, 3rd Edition) Good Enough</p> <p>Suggested Film/Media:</p>	<ul style="list-style-type: none"> ● Simulate the planning stages of the Double V campaign <p>Summative:</p> <ul style="list-style-type: none"> ● Quizzes ● Interactive Achievement ● Research Paper ● Persuasive essays ● Class debates ● Laundry Day: students create activities to “clean up” or improve their classmates understanding of required content ● Presentations (Group or Individual) ● Student Portfolio
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			<p>"The African-Americans: Many Rivers to Cross" (Episode 5 – Rise!, 1940-1968): currently available on Netflix</p>	
10	AAS.11a,b,c,d	Black Revolution	<p>Textbook/Materials: African-American History (Prentice Hall, 2nd Edition) pp. 585-586, 598-663</p> <p>Technology/Web Resources:</p> <p>General Civil Rights Movement: Link 1 Link 2 Link 3 Link 4</p> <p>Civil Rights Organizations: Link 1 Link 2 Link 3 Link 4 Link 5</p> <p>Martin Luther King, Jr.: Link 1 Link 2 Link 3 Link 4</p> <p>Malcolm X: Link 1</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Diorama of Black involvement during WWII and the Cold War Conflicts ● Create a Ku Klux Klan recruitment pamphlet ● Role Play different forms of passive resistance ● Beyond the Bubble on the Civil Rights Movement ● Timeline of Civil Rights courtroom victories ● Primary Source Analysis of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 ● Write letters to the Thalhimer 34 and mail them off. ● Mini-Presentations on an influential civil rights organization ● Create a debate between Martin Luther King, Jr and Malcolm X <p>Summative:</p> <ul style="list-style-type: none"> ● Quizzes ● Interactive Achievement ● Research Paper ● Persuasive essays



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			<p>Link 2 Link 3 Link 4 Link 5</p> <p>Rosa Parks Mini Bio</p> <p>Medgar Evers Mini Bio</p> <p>Passive Resistance Link 1 Link 2 Link 3 Link 4 Link 5 Link 6 Link 7</p> <p>The Thalhimer 34: Link 1 Link 2 Link 3</p> <p>"Klansville U.S.A."</p> <p>Freedom Summer</p> <p>Freedom Riders: Link 1 Link 2</p> <p>Brown v. Board of Education:</p>	<ul style="list-style-type: none">• Class debates• Laundry Day: students create activities to "clean up" or improve their classmates understanding of required content• Presentations (Group or Individual)• Student Portfolio
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			<p>Link 1 Link 2 Link 3 Link 4</p> <p>Oliver Hill: Link 1 Link 2</p> <p>Loving v. Virginia</p> <p>Suggested Nonfiction Reading: <i>The Color of Their Skin: Education and Race in Richmond, Virginia, 1954-1989</i> (Robert A. Pratt) pp. 1-55 <i>The Autobiography of Malcolm X</i> (Malcolm X, Alex Haley) <i>Students on Strike: Jim Crow, Civil Rights, Brown, and Me</i> (John A. Stokes, Lois Wolfe, PhD) <i>Virginia Hasn't Always Been For Lovers: Interracial Marriage Bans and the Case of Richard and Mildred Loving</i> (Phyl Newbeck)</p> <p>Suggested Film/Media: "Selma, Lord, Selma" (1999) "Selma" (2015) "The Butler" (2013) "The Black Power Mixtape, 1967-1975" (2011): currently available on Netflix "The African-Americans: Many</p>	
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			<p>Rivers to Cross” (Episode 5 – Rise!, 1940-1968): currently available on Netflix</p> <p>“The African-Americans: Many Rivers to Cross” (Episode 6 – A More Perfect Union, 1968-2013): currently available on Netflix</p>	
15	AAS.12a,b,c,d,e	Contemporary Times	<p>Textbook/Materials: African-American History (Prentice Hall, 2nd Edition) pp. 664-743</p> <p>Technology/Web Resources:</p> <p>Gary Convention: Link 1 Link 2</p> <p>Barack Obama Mini Bio</p> <p>Affirmative Action: Link 1 Link 2 Link 3</p> <p>Poverty/Wealth Gap: Link 1 Link 2 Link 3 Link 4</p> <p>Achievement & Opportunity Gap: Link 1</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Timeline of the decline of the decline of the Civil Rights Movement, identifying contributing factors ● Write a letter to a current or past Black politician ● Mapping/Timeline of the Great Migration ● Primary Source Analysis of various speeches by Barack Obama ● Mini-Presentations on the critical problems facing present day Blacks and evaluate the role of racism as the cause of those problems. <p>Summative:</p> <ul style="list-style-type: none"> ● Quizzes ● Interactive Achievement ● Research Paper ● Persuasive essays ● Class debates ● Laundry Day: students create activities to “clean up” or improve their classmates understanding of required content



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			<p>Link 2 Link 3</p> <p>Healthcare Disparities: Link 1 Link 2</p> <p>Mass Incarceration: Link 1 Link 2 Link 3 Link 4</p> <p>Hip-Hop/Contemporary Art: Link 1 Link 2 Link 3 Link 4 Link 5</p> <p>Virginia Politicians: Link 1 Link 2 Link 3 Link 4</p> <p>Henry L. Marsh, III Interview</p> <p>Suggested Nonfiction Reading: <i>The Color of Their Skin: Education and Race in Richmond, Virginia, 1954-1989</i> (Robert A. Pratt) pp.</p>	<ul style="list-style-type: none">• Presentations (Group or Individual)• Student Portfolio
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			56-110) <i>Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race</i> (Beverly Daniel Tatum, PhD) <i>Race in North America: Origin and Evolution of a Worldview</i> (Audrey Smedley, 3 rd Edition) pp. 347-352 Film/Media: "The African-Americans: Many Rivers to Cross" (Episode 6 – A More Perfect Union, 1968-2013): currently available on Netflix	
10	ALL SOLS	REVIEW & FINAL EXAM		



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