“In the movement there are great examples of organizers and their efforts, and this is not emphasized. It doesn’t make good copy, but it made the movement. It was the tissues and the bones, the inner structure of the movement. So these ideas about organizing versus leading, and the complex roles that people played both as organizers and leaders, need to be examined.”

Robert Parris Moses

Seminar Description:
“A strong people don’t need strong leaders.” This statement by Ella Baker captures her unique philosophy of leadership and social change – one that informed the social, economic, and political transformations of the second half of the twentieth century. This seminar will examine the ideas, models, and philosophies of leadership of select artists, activists, and intellectuals from the complex and protean modern black freedom movement. The seminar will also critically assess the implications of the multiple leadership strategies for contemporary politics and society. The seminar will engage a number of thinkers, movements, and cultural and political formations, including Ella Baker, Amiri Baraka, Albert Cleage, Angela Davis, Vicki Garvin, Fannie Lou Hamer, Martin Luther King, Jr., Larry Neal, Malcolm X, February 1st Movement, SOBU/YOBU, African Liberation Support Committee, Black Arts Movement, Malcolm X Liberation University, Student Nonviolent Coordinating Committee, Institute of the Black World, and the League of Revolutionary Black Workers.

Seminar Objectives:
• Students will gain a critical understanding of the leadership style, context, and philosophy of particular actors in the modern black freedom struggle.

• Students will become familiar with the broad cultural, economic, historical, and political forces that shape and inform particular leadership orientations in the modern black freedom struggle.

• Students will understand the complexities of organic and traditional leadership styles that shaped the modern black freedom movement

• Students will critically assess how and in what ways the modern black freedom struggle shapes and informs leadership styles and philosophies of contemporary political struggles in the United States and abroad.

Required Books:
Megan Parker Brooks and Davis W. Houck, eds., *The Speeches of Fannie Lou Hamer: To Tell It Like It Is* (University of Mississippi Press, 2013).
Katherine Mellon Charron, *Freedom’s Teacher: The Life of Septima Clark* (University of North Carolina

**Other Select Books:**
Keith Gilyard, *John Oliver Killens: A Life of Black Literary Activism* (University of Georgia Press, 2010).
Aldon D. Morris, *The Origins of the Civil Rights Movement: Black Communities Organizing for Change*
Seminar Requirements:

Each seminar member is expected to attend all seminar meetings, read carefully and closely all assigned readings, and actively participate in seminar discussions. Each seminar member will also be responsible for keeping a seminar notebook that will contain the significant text passages, questions and ideas for seminar discussion along with other reading and research notes and critical observations.

In consultation with the professor, each seminar member will be responsible for leading a seminar conversation. At the conclusion of the seminar, each member will submit a twelve to fifteen page critical essay exploring a select theme explored in the seminar.
Grading:

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<thead>
<tr>
<th>Participation</th>
<th>25%</th>
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<tr>
<td>Précis and Seminar Presentation</td>
<td>25%</td>
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<tr>
<td>Reading Notebook</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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Seminar Schedule and Readings (Subject to Change)

**Conceptualizing Organic Leadership**

**January 17, 2019**

Readings

- Film: *Fundi: The Ella Baker Story*

**January 24, 2019**

Readings

- Charles Payne, *I’ve Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*

**January 31, 2019**

Readings

- Laura Visser-Maessen, *Robert Parris Moses: A Life in Civil Rights and Leadership at the Grassroots*

**February 7, 2019**

Readings

- Katherine Mellon Charron, *Freedom’s Teacher: The Life of Septima Clark*

**February 14, 2019**

Independent Research and Reading

**February 21, 2019**

Readings

- Megan Parker Brooks and Davis W. Houck, eds., *The Speeches of Fannie Lou Hamer: To Tell It Like It Is*

**February 28, 2019**

Readings

- Hasan Kwame Jeffries, *Bloody Lowndes: Civil Rights and Black Power in Alabama’s Black Belt*

**March 7, 2019**

Readings

- Hasan Kwame Jeffries, *Bloody Lowndes: Civil Rights and Black Power in Alabama’s Black Belt*

**March 14, 2019**

**Organic Leadership and the Politics of the Imagination**
**Spring Break**

**March 21, 2019**  
**Readings**  
Derrick E. White, *The Challenge of Blackness: The Institute of the Black World and Political Activism in the 1970s*

**March 28, 2019**  
**Readings**  
Jack O’Dell and Nikhil Pal Singh, *Climbin’ Jacob’s Ladder: The Black Freedom Movement Writings of Jack O’Dell*

**Organic Leadership and Democratic Futures**

**April 4, 2019**  
**Readings**  
Michael K. Honey, *To the Promised Land: Martin Luther King and the Fight for Economic Justice*

**April 11, 2019**  
**Readings**  
Michael K. Honey, *To the Promised Land: Martin Luther King and the Fight for Economic Justice*

**April 18, 2019**  
**Readings**  
Cedric Johnson, *Revolutionaries to Race Leaders: Black Power and the Making of African American Politics*

**April 25, 2019**  
**Readings**  
Cedric Johnson, *Revolutionaries to Race Leaders: Black Power and the Making of African American Politics*

**Final paper due Thursday, May 2, 2019 at 5:00pm**
Jepson School of Leadership Studies
Common Syllabus Insert

Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
disability.richmond.edu/

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religiousobs.html
SYLLABUS INSERT REGARDING ACADEMIC AND PERSONAL SUPPORT SERVICES
Hope N. Walton, Director Academic Skills Center

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to services.

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Hours at the Center are: **Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.**

**Career Services** ([http://careerservices.richmond.edu/](http://careerservices.richmond.edu/) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** ([http://writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.