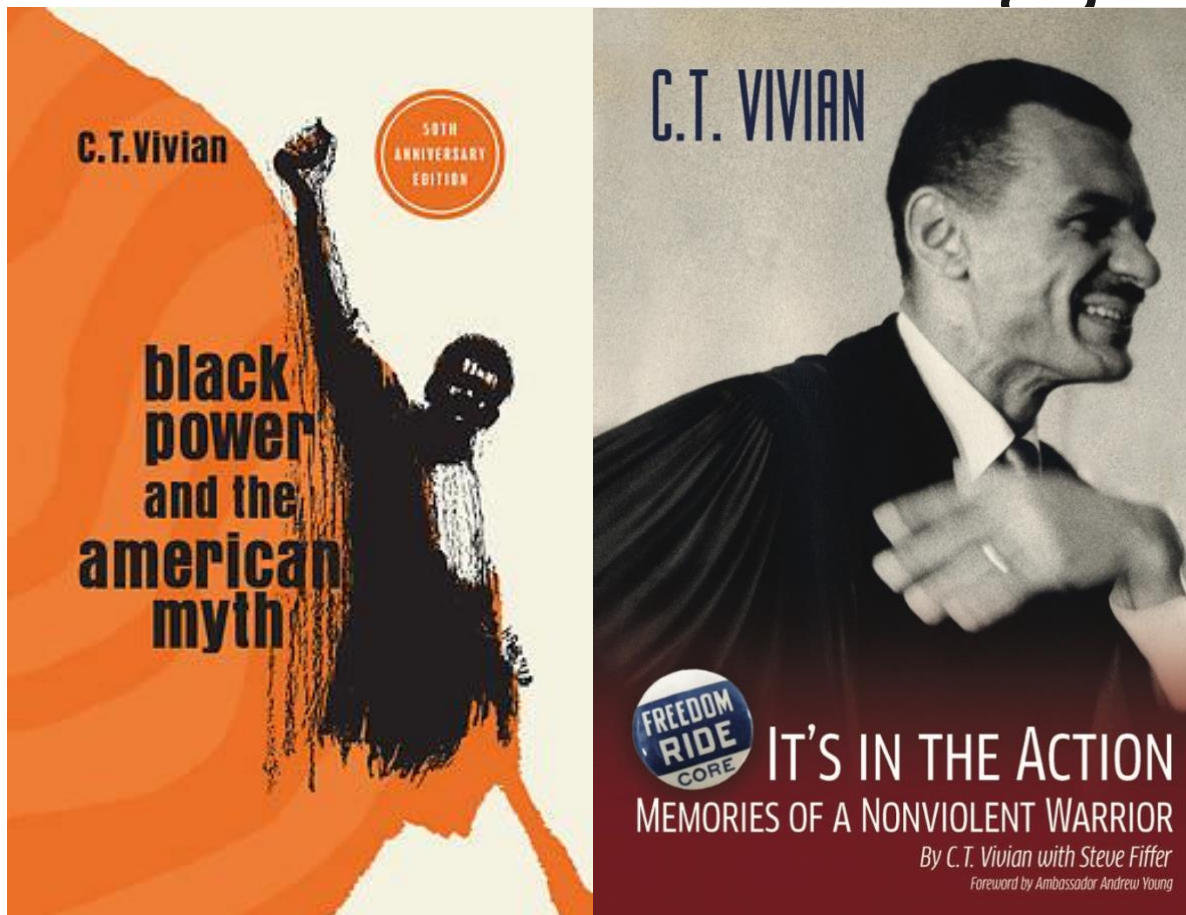


IT'S IN THE ACTION

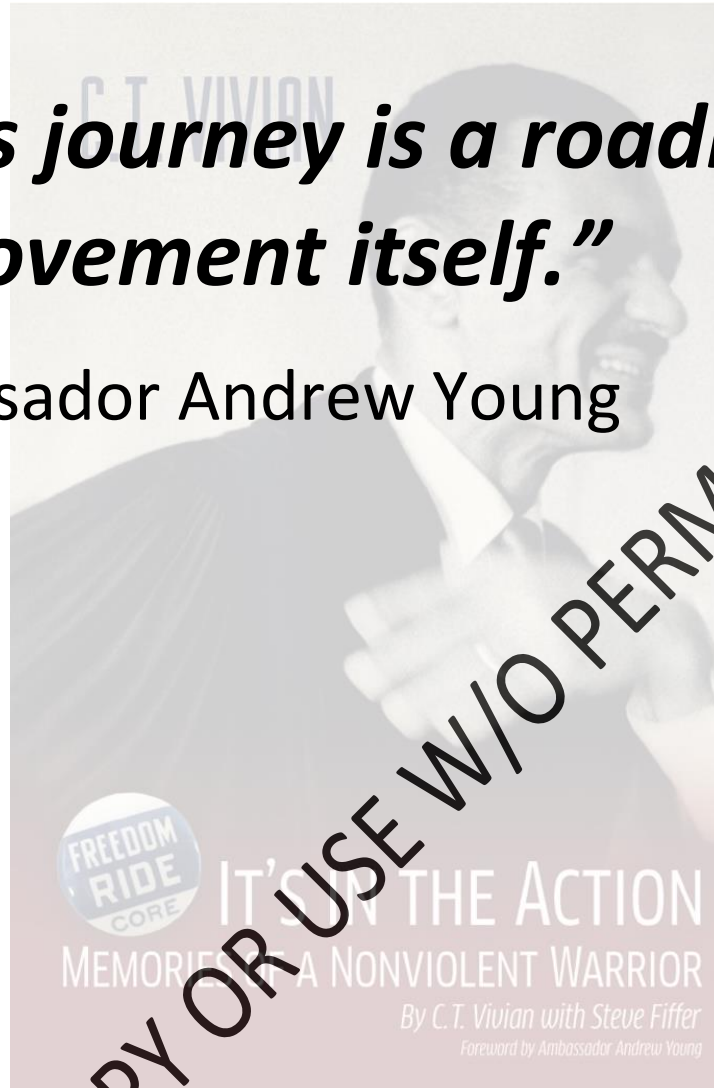
Memories of a Nonviolent Warrior



A 16-week course tracing Dr. C.T. Vivian's footsteps as a nonviolent warrior and American icon – exploring his remarkable life, examining his work and his teachings, and asking how his example can guide us today.

“C. T.’s journey is a roadmap of the movement itself.”

- Ambassador Andrew Young



DO NOT COPY OR USE W/O PERMISSION

A Note to Instructors

It is hoped that each time this course is offered – in classrooms across the country – the experience will inspire inquiry, spark action, and empower students to consider how they might comprise the next generation of social justice leaders, inspired by the life and legacy of C.T. Vivian. For this to happen, you, the instructor, must make this course your own. You are encouraged to personalize this syllabus according to your own teaching, research, and activism interests. The syllabus also provides students with ample opportunities to choose where they will explore further.

Additionally, you may see opportunities to prioritize certain assignments – and even omit some – in order to facilitate an engaged and empowered experience for students. If the course feels like too much material for your students, you are encouraged to scale it back. If your students would benefit from more work, you are similarly encouraged to use the additional assignments provided. No one is in a better position to make these adjustments than you, so the curriculum is designed to give you that flexibility and choice.

The primary texts for the course are two works by Dr. Vivian – *It's in the Action* and *Black Power and the American Myth*. Class lectures will support and contextualize these texts. Lecture notes provided in this curriculum are intended to form a basis for your instruction, not to constrain your teaching. You will likely bring forward additional teaching from your own expertise and interests, bringing the course to life for your students. Where the lecture material provided does not resonate with you and you see other opportunities to amplify and interrogate the texts, please follow your instincts.

You are encouraged to incorporate current events; to enable students to connect their campus and community action with classroom learning; and to draw on the extensive array of video content featuring Dr. Vivian online (for example, this interview:

https://www.youtube.com/watch?v=5qCK7mie_SU).

You will need to populate the discussion teams according to the total number of students enrolled in your course. There are six student-led discussions, so if there are 24 students in your course, you will likely create 6 teams with each team being comprised of 4 students.

It may be necessary to adjust the length of students' presentations of their capstone experience (for example, from 10 minutes to 5 minutes depending on enrollment numbers and time available in the final weeks of the course).

A protocol to consider for the beginning of each class session is to invite each student to write – somewhere that all students can see – one or two questions that have arisen for them since the last class meeting. Some of these questions may be discussed explicitly while others will not, but all of them will create a backdrop for the learning and dialogue to follow. Requiring students to pose their own questions empowers them to take ownership of their learning, building in an additional layer of accountability for staying up-to-date with course reading. Generating these questions also prompts students to think critically in advance of each class, exposes students to their peers' ideas, and are a useful way for an instructor to gauge students' progress and thinking.

If desired, you might offer students the opportunity to select two response papers to “miss” without penalty -- perhaps during a week when they are investing their time heavily in another assignment or have other pressures on their schedule.

Lastly, make sure to encourage note taking on the readings, during class discussions, and peer presentations. Students may also need a reminder that readings and assignments are due the following class after they're assigned.

Thank you for bringing your passion and expertise to teaching this course, a living monument to a civil rights icon, an American treasure, and the man Dr. Martin Luther King called "the best preacher to ever live."

-Adar Cohen, Ph.D.

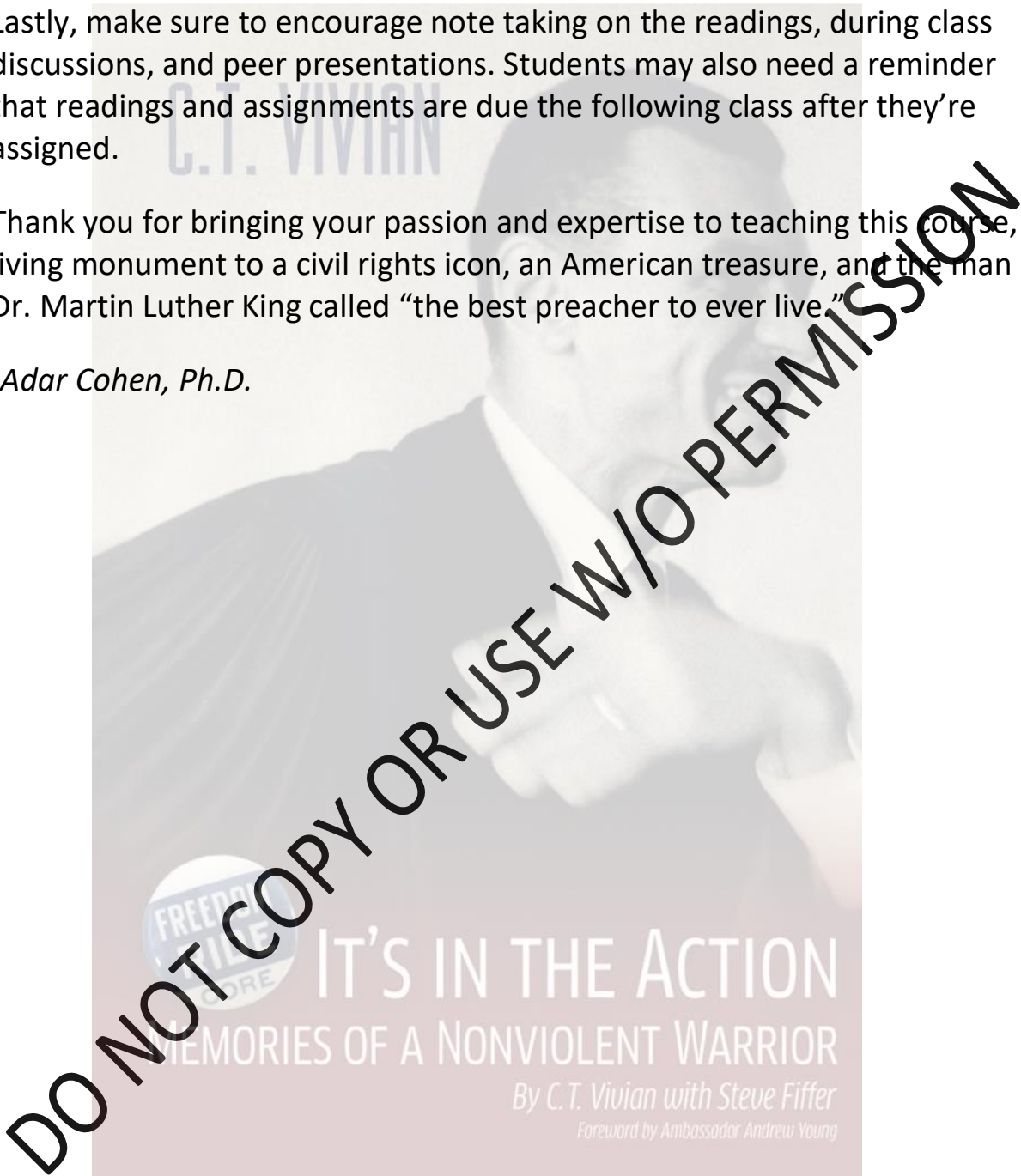
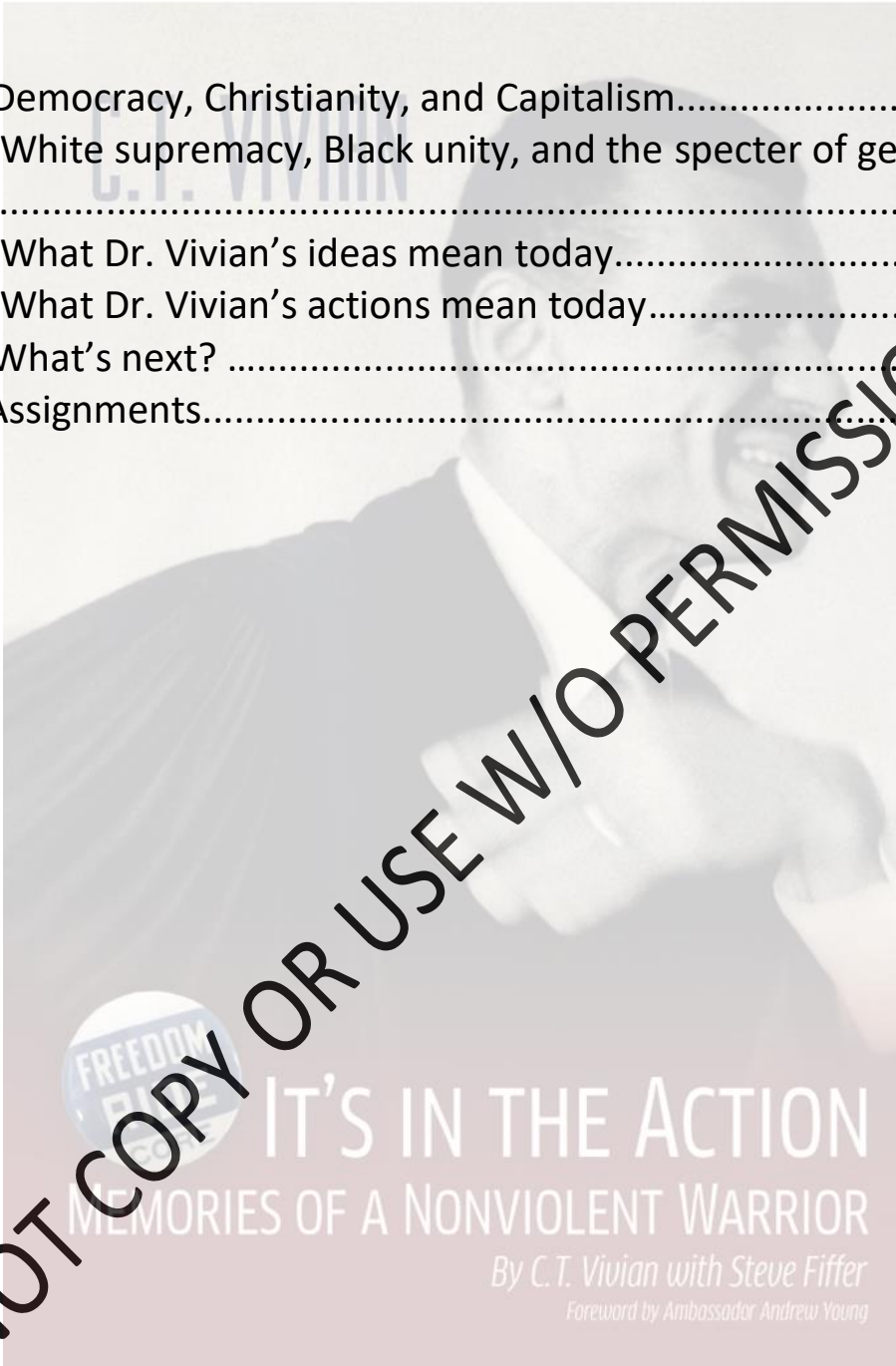


Table of Contents

Introduction.....	8
Course Overview.....	9
Course Objectives.....	10
Assignments:	
<i>Response Papers</i>	11
<i>Family Crest</i>	12
<i>Leading Class Discussion</i>	12
<i>Midterm</i>	13
<i>Research Project</i>	14
<i>Capstone Experience/Sermon</i>	16
<i>Grading</i>	18
Course Schedule:	
Week 1 Atlanta.....	19
Week 2 Boonville, Macomb.....	22
Week 3 Peoria, Nashville.....	27
Week 4 Freedom Rides to Parchman Prison; Birmingham to St. Augustine.....	31
Week 5 Selma, Chicago.....	37
Week 6 Dr. King and Dr. Vivian: Two men ahead of their time.....	41
Week 7 Atlanta.....	45
Week 8 The Moral Confrontation.....	48
Week 9 Caste, the white problem, and choosing nonviolence.....	51
Week 10 The failure of integration, the promise of separatism, and the sickness of racism.....	54
Week 11 Institutional racism and Black Power.....	57

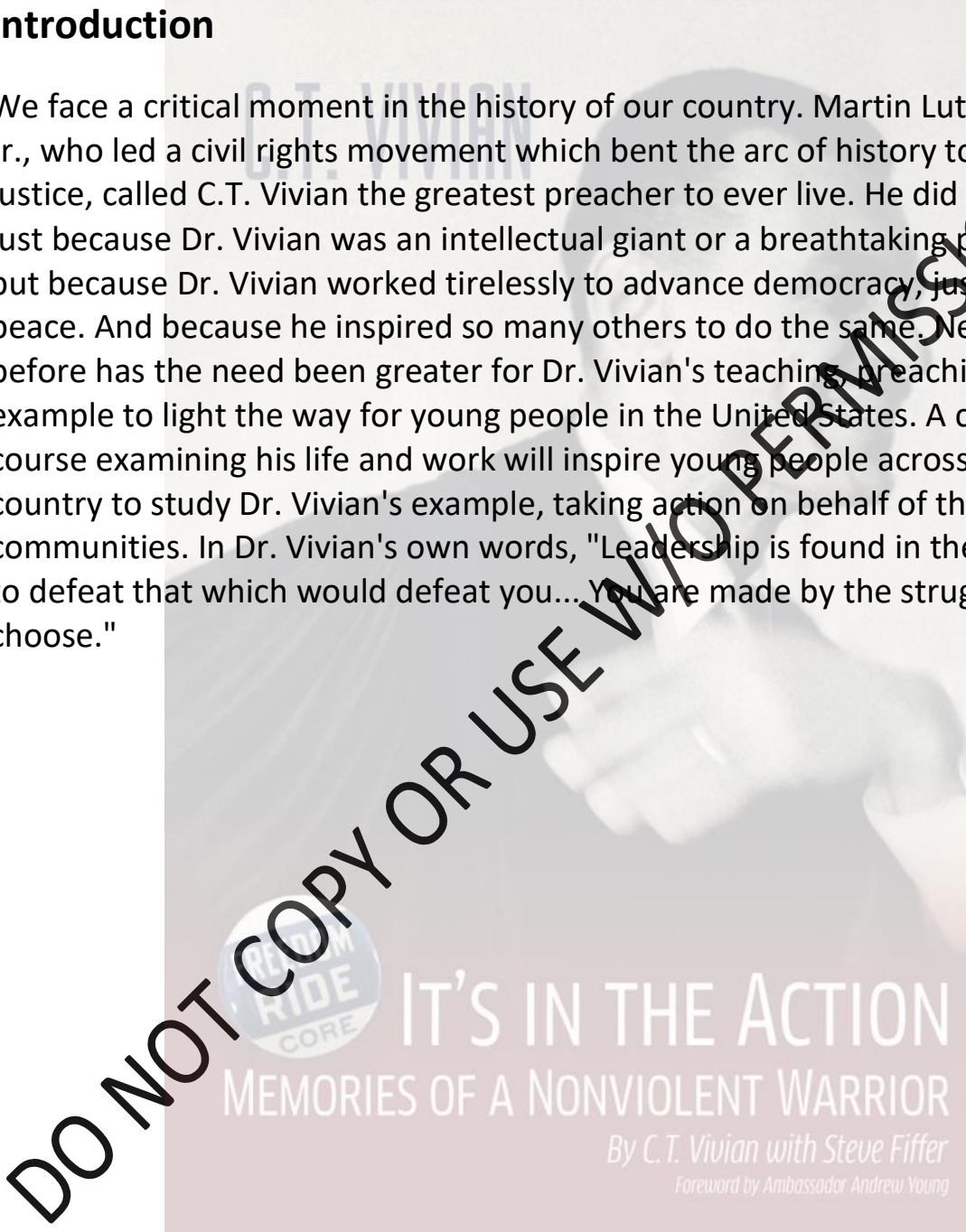
Week 12 Democracy, Christianity, and Capitalism.....	59
Week 13 White supremacy, Black unity, and the specter of genocide	62
Week 14 What Dr. Vivian’s ideas mean today.....	65
Week 15 What Dr. Vivian’s actions mean today.....	66
Week 16 What’s next?	67
Additional Assignments.....	68



DO NOT COPY OR USE W/O PERMISSION

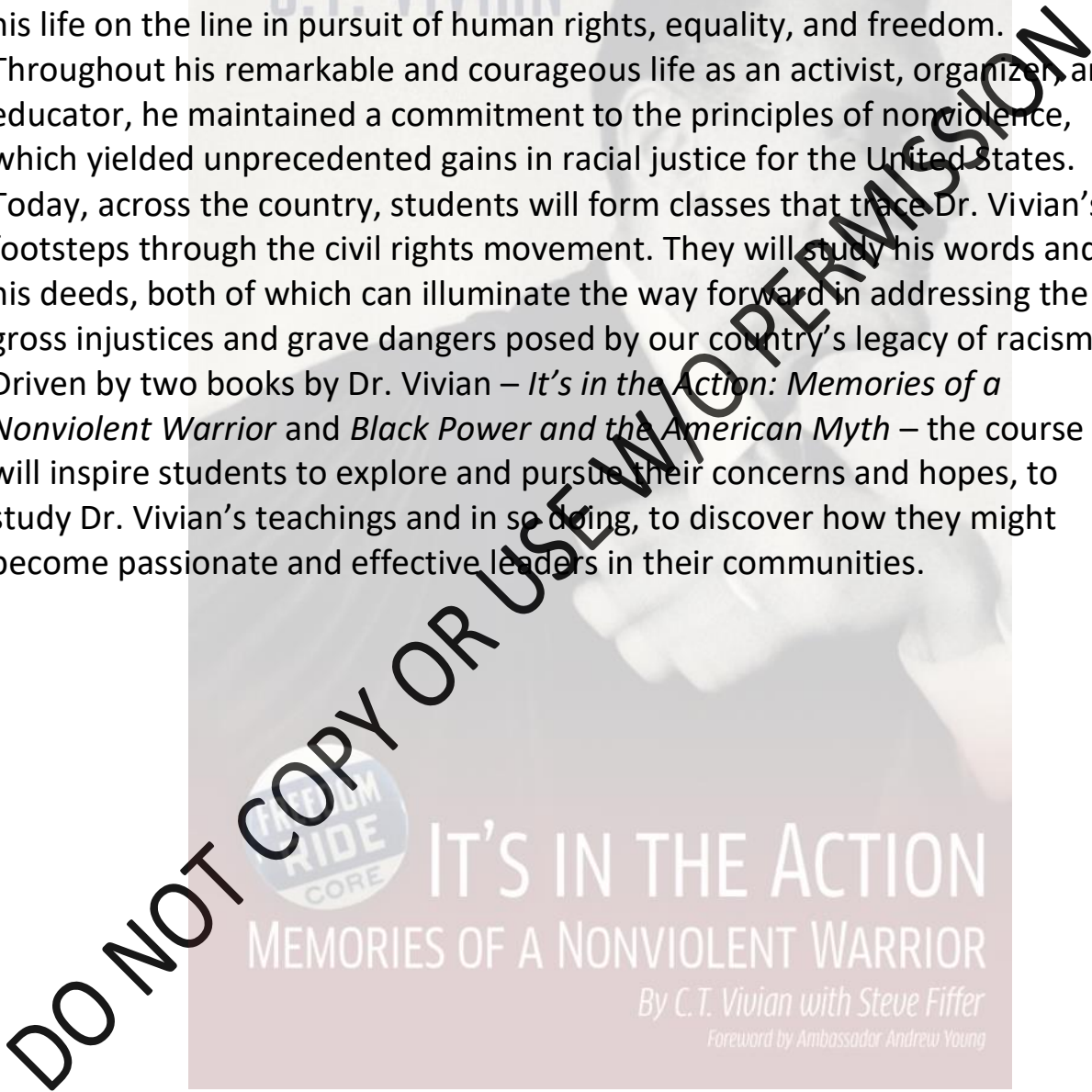
Introduction

We face a critical moment in the history of our country. Martin Luther King, Jr., who led a civil rights movement which bent the arc of history toward justice, called C.T. Vivian the greatest preacher to ever live. He did so not just because Dr. Vivian was an intellectual giant or a breathtaking preacher but because Dr. Vivian worked tirelessly to advance democracy, justice, and peace. And because he inspired so many others to do the same. Never before has the need been greater for Dr. Vivian's teaching, preaching, and example to light the way for young people in the United States. A college course examining his life and work will inspire young people across the country to study Dr. Vivian's example, taking action on behalf of their communities. In Dr. Vivian's own words, "Leadership is found in the action to defeat that which would defeat you... You are made by the struggle you choose."



Course Overview

Dr. C.T. Vivian possessed a deep concern and unwavering commitment to racial justice and social justice. He marched, organized, preached, and put his life on the line in pursuit of human rights, equality, and freedom. Throughout his remarkable and courageous life as an activist, organizer, and educator, he maintained a commitment to the principles of nonviolence, which yielded unprecedented gains in racial justice for the United States. Today, across the country, students will form classes that trace Dr. Vivian's footsteps through the civil rights movement. They will study his words and his deeds, both of which can illuminate the way forward in addressing the gross injustices and grave dangers posed by our country's legacy of racism. Driven by two books by Dr. Vivian – *It's in the Action: Memories of a Nonviolent Warrior* and *Black Power and the American Myth* – the course will inspire students to explore and pursue their concerns and hopes, to study Dr. Vivian's teachings and in so doing, to discover how they might become passionate and effective leaders in their communities.



Course Objectives

1. Students will form a cohort with their classmates – a sense of belonging – and use that rare experience to validate and elevate their curiosity, passion, and engagement inside and outside the classroom
2. Deepen understanding of the impact of the civil rights movement, also exploring how its strategies and ideas could be useful today
3. Students will engage with the ideas, values, and strategies important to Dr. Vivian and the civil rights movement, and will propose their own applications and modifications to the issues about which they feel most passionate
4. Students will develop their reading skills by engaging deeply with two works by Dr. Vivian
5. Students will develop their critical thinking skills through reading, writing, presentations, and discussions.
6. Students will develop their writing skills through informal, formal, and self-directed writing assignments. They will write informally for generative discovery and to power their self-directed learning, and they will write formally to practice constructing cogent, original, and persuasive arguments.
7. Through a combination of introspection and community-minded investigation, students will use their voice to inspire others. From developing an idea to preparing its presentation to delivering that presentation, students' in-class presentations and the culminating experience of delivering a sermon provide opportunities for authentic learning in public speaking.
8. Students will develop skills for participating rigorously and civilly in discussions, as well as for designing and leading those conversations.
9. Students will undertake their own self-directed learning, developing research skills through in depth analysis required by the Research Project

MEMORIES OF A NONVIOLENT WARRIOR

By C. T. Vivian with Steve Fiffer

Foreword by Ambassador Andrew Young