

**Citizens fighting for Civil Rights: Alabama Places, Faces, and Cases that Changed a Nation**  
**NEH Summer Institute, Auburn University, Auburn, AL**  
**July 11-23, 2021**  
**Schedule and Readings**

Date	Discussion Topic – Synchronous Session on Zoom	Facilitator	Readings – Asynchronous readings with discussion posts required
Sunday July 11 6:00-8:00 pm CST	Welcome Reception – Intro to the Project Pre-Institute Survey	Jada Kohlmeier Steve Brown	Sitzlein, S.M. (2021). Defining and Implementing Civic Reasoning and Discourse: Philosophical and Moral Foundations for Research and Practice. In Lee, C. D., White, G., & Dong, D. (Eds.). <i>Educating for Civic Reasoning and Discourse</i> . Washington, DC: National Academy of Education. (pp. 23-52)  Parker, W.C. & Lo, J.E. (2016). Reinventing the high school government course: Rigor, simulations, and learning from text. <i>Democracy and Education</i> , 24(1), Article 6. <a href="https://democracyeducationjournal.org/home/vol24/iss1/6">https://democracyeducationjournal.org/home/vol24/iss1/6</a>
Monday July 12 10:00 am-12:00 pm CST	The U.S. Bill of Rights as a Limitation on, and only on, the FEDERAL Government	Michael Perry	Leonard W. Levy, “Bill of Rights (United States),” <i>Encyclopedia of the American Constitution</i> (Leonard W. Levy, Kenneth L. Karst, & Dennis J. Mahoney, eds. 1986): 113-16.  <i>DC v. Heller</i> (2008) & <i>McDonald v. Chicago</i> (2010)
Monday July 12 1:00-3:00 pm CST	History of Jim Crow South: legal, economic, and social repression of racial and ethnic minorities. Primary Source Analysis.	David Carter	Litwack, L. F. (2006). <i>Trouble in mind: Black southerners in the age of Jim Crow</i> . New York: Vintage Books.  Chafe, W. H. (2001). <i>Remembering Jim Crow African Americans tell about life in the segregated South</i> . New York: New Press.
Tuesday July 13	The Fourteenth Amendment as a	Michael Perry	William E. Nelson, “Fourteenth Amendment (Framing),” <i>Encyclopedia of the American Constitution</i> (Leonard W. Levy, Kenneth L. Karst, & Dennis J. Mahoney, eds. 1986): 757-61.

10:00 am - 12:00 pm CST	Limitation on State Government		<p>Ernest A. Young, “Dying Constitutionalism and the Fourteenth Amendment,” 103 <i>Marquette Law Review</i> (2019).</p> <p>Lisset M. Pino and John Fabian Witt, “The Fourteenth Amendment as an Ending: From Bayonet Justice to Paper Rights” (2020). Yale Law School, Public Law Research Paper No. 664. Available at SSRN: <a href="https://ssrn.com/abstract=3327868">https://ssrn.com/abstract=3327868</a> or <a href="http://dx.doi.org/10.2139/ssrn.3327868">http://dx.doi.org/10.2139/ssrn.3327868</a></p>
Tuesday July 13 1:00-3:00 pm	<p>Jurisprudential Framework for Problem-Based Instruction</p> <ul style="list-style-type: none"> <li>• Intro to Lesson Study</li> <li>• Intro to Unit Frame</li> <li>• Selection of Civil Right for Unit</li> <li>• Concept Map of civil Rights and related concepts</li> </ul>	<p>Jada Kohlmeier</p> <p>Jesús Tirado</p> <p>Nick Phillips</p> <p>Terrance Lewis</p> <p>Steve Brown</p>	<p>Saye, J.W. &amp; Brush, T. (2004). Promoting Civic Competence through Problem-Based History Learning Experiments. In Hamot, G.E., Patrick, J.J. &amp; Leming, R.S. (Eds.) <i>Civic Learning in Teacher Education: International Perspectives on Education for Democracy in the Preparation of Teachers</i>. Civitas.</p> <p>Saye, J.W. &amp; SSIRC. (2014). Achieving Authentic pedagogy: Plan Units, not Lessons. <i>Social Education</i>. 78 (1), 33-37.</p>
Tuesday July 13 and Wednesday July 14	<p><b>Optional on your own time</b></p> <p>Virtual Field Trip to National Memorial for Peace and Justice &amp; Legacy Museum</p> <p>Movie <a href="#">Scottsboro Boys: An American Tragedy Movie</a></p>		<p><b>Equal Justice initiative Memorial for Peace and Justice and Legacy Museum</b></p> <p><a href="https://museumandmemorial.eji.org/">https://museumandmemorial.eji.org/</a></p> <p>Stevenson, Bryan. (2015). <i>Just Mercy: A Story of Justice and Redemption</i>. Spiegel and Gau.</p> <p>Stevenson, Bryan (2018). <i>Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice</i>. Spiegel and Gau.</p> <p><a href="#">“A Lynching Memorial Is Opening. The Country Has Never Seen Anything Like It.”</a> <i>New York Times</i></p>

			<p><a href="#">“The Legacy of Lynching, on Death Row”</a> <i>The New Yorker</i> Ayers, H., &amp; Warren, L. (Producers). (2017).</p> <p><i>An outrage</i> [Motion Picture]. Available from Field Studios at <a href="https://www.tolerance.org/classroom-resources/texts/an-outrage">https://www.tolerance.org/classroom-resources/texts/an-outrage</a></p>
<p>Wednesday July 14 10:00 – 11:30 am CST</p>	<p>You Are the Justice Lesson: <i>Powell v Alabama; Gideon v Wainwright</i>, analyzing the strengths/weaknesses of using public defenders – do they provide “adequate counsel?”</p>	<p>Jada Kohlmeier</p>	<p>Chapter 4 of <i>Alabama Justice</i></p> <p>Parker, W.C. (2021). Structured Academic Controversy: What it can be. Chapter in Lo, Jane (Ed) <i>Making Discussions Work</i>. Teacher’s College Press.</p> <p>Teachers become Supreme Court Justices deciding several cases, applying Powell and others in a Structured Academic Controversy to deliberate on whether or not public defenders provide “adequate counsel?”</p>
<p>11:30 am – 12:30 pm CST</p>	<p>Right to Counsel Question for Deliberation: What does an effective appointment of counsel require?</p> <p>Review right to counsel up to <i>Powell</i> (1932)</p>	<p>Steve Brown</p>	<p>Felix Rackow. “The Right to Counsel: English and American Precedents.” <i>The William and Mary Quarterly</i> 11 (January 1954): 3-27.</p> <p><i>Powell v. Alabama</i> (1932) <i>Betts v. Brady</i> (1942) <i>Gideon v. Wainwright</i> (1963) <i>Strickland v. Washington</i> (1984)</p>
<p>Wednesday July 14 1:30-3:30 pm CST</p>	<p>Lesson Work in teams</p>	<p>Jada Kohlmeier  Jesús Tirado  Nick Phillips</p>	<p>Parker, W.C. (2001). Teaching teachers to lead class discussions: Democratic education in content and method. In J.J. Patrick and R.S. Leming (Eds.) <i>Principles and practices of democracy in the education of social studies teachers: Civic learning in teacher education, Volume 1</i>. (111-133). Bloomington, Indiana: ERIC Clearinghouse for Social Studies/Social Science Education.</p>

		Terrance Lewis Steve Brown	McAvoy, P. (2016). Preparing young adults for polarized America. In Wayne Journell's <i>Teaching Social Studies in an era of divisiveness: The challenges of discussing social issues in a non-partisan way</i> . (31-46). Lanham, MD: Rowman & Littlefield.  PIH Unit Frame and PIH Unit Map
Thursday, July 15 10:00 - 11:30 am	Legacy of <i>Powell v Alabama</i> and the right to counsel in America's adversarial system of justice.	Steve Brown & David Carter	Carter, Dan T. (2007). <i>Scottsboro: A tragedy of the American south</i> . Louisiana State University Press.  Lewis, Anthony. (1964). <i>Gideon's Trumpet</i> . New York: Random House.
Thursday July 15 11:30 am - 12:30 pm CST	Discussion with Staff of Equal Justice Initiative Education Consultant	EJI Education Consultant	Education Consultant and lawyer with EJI will share extensive teaching resources available through EJI for teachers interested in teaching the legacy of racism, slavery, and lynching on the criminal justice system today, specifically as it relates to right to counsel.
Thursday July 15 1:30 -3:30 pm CST	Lesson Work in teams	Jada Kohlmeier Jesús Tirado Nick Phillips Terrance Lewis Steve Brown Tim Lewis	Teams planning lessons and researching Supreme Court cases.  Identify the focus lesson from unit or small series of "lessons" in a mini-unit (less is more)  PIH Planning Log
Friday July 16 10:00-11:00 am CST	The Movement Begins: Montgomery Bus Boycott Interactive Lecture and	Frye Gaillard	Primary source documents in Burns, S. (1997). <i>Daybreak of freedom: The Montgomery bus boycott</i> . Chapel Hill, NC: University of North Carolina Press.

	Primary Source Analysis –		<p>Gaillard, F. (2006). <i>Cradle of freedom: Alabama and the movement that changed America</i>. Univ. Alabama P.</p> <p>Thornton, J. M. (2014). Challenge and Response in the Montgomery Bus Boycott of 1955–1956. <i>Alabama Review</i>, 67(1), 40-112.</p>
Friday July 16 11:00 am - 12:00 pm CST	<p>Freedom of Association Question for Deliberation: When is it appropriate for the government to know with whom people are associating?</p> <p>Review freedom of association up to <i>NAACP</i> (1958)</p>	Steve Brown	<p>“Political Association in the United States.” Tocqueville, Alexis D. <i>Democracy in America</i>. Trans. George Lawrence. New York: Harper &amp; Row, 1988, 193-195.</p> <p><a href="https://www.state.gov/j/drl/rls/hrrpt/">https://www.state.gov/j/drl/rls/hrrpt/</a> - State Dept annual report documents the importance of freedom of association to political and social change.</p> <p>Gray, Fred D. (2013) <i>Bus Ride to Justice: Changing the System by the System</i>. Montgomery, AL: New South Books. <i>New York ex re. Bryant v. Zimmerman</i> (1928) <i>NAACP v. Alabama</i> (1958)</p>
Friday July 16 1:00-2:30 pm	<p>You Are the Justice Lesson: <i>New York ex re. Bryant v. Zimmerman</i>; <i>NAACP v Alabama</i></p> <p>Defining domestic terrorism organizations</p>	Jada Kohlmeier	<p>Chapter 2 of <i>Alabama Justice</i></p> <p>Teachers become Supreme Court Justices deciding several cases, applying <i>NAACP v Alabama</i> to more recent “freedom of association” cases.</p>
Friday July 16 2:30-3:30 pm	<p>Legacy of <i>NAACP v Alabama</i> and the freedom of association in the high-tech, security concerned America.</p>	Frye Gaillard Steve Brown	<p><a href="https://www.nytimes.com/2011/09/07/us/sept-11-reckoning/civil.html">https://www.nytimes.com/2011/09/07/us/sept-11-reckoning/civil.html</a></p> <p><i>Roberts v. U.S. Jaycees</i> (1984)</p> <p><i>Nobody but the People</i>. Warren Trest. John Patterson biography, pp. 202-212</p>
Saturday July 17 – Sunday July 18	<p><b>Optional on your own time</b></p> <p>Virtual Field Trip to Montgomery, Alabama:</p>		<p><b>Rosa Parks Museum Virtual Tour</b></p> <p><a href="https://www.troy.edu/student-life-resources/arts-culture/rosa-parks-museum/index.html">https://www.troy.edu/student-life-resources/arts-culture/rosa-parks-museum/index.html</a></p>

	<ul style="list-style-type: none"> <li>• Rosa Parks Museum</li> <li>• Dexter Avenue Baptist Church</li> <li>• King Parsonage</li> </ul>		<p><b>Dexter Avenue Baptist Church</b>  <a href="https://www.dexterkingmemorial.org">https://www.dexterkingmemorial.org</a></p> <p><b>King Parsonage</b>  <a href="https://www.bcri.org/dexter-avenue-king-parsonage/">https://www.bcri.org/dexter-avenue-king-parsonage/</a></p>
Saturday & Sunday July 17 & 18	Mini-unit Development by individual teachers or in collaborative teams	<p>Pedagogy Consultants:          Kohlmeier          Tirado          Phillips          Lewis</p> <p>Research Consultant:          Lewis</p> <p>Content Consultants:          Brown          Perry          Levin          Blair          Carter          Poch</p>	<p>Teachers will work independently:</p> <ul style="list-style-type: none"> <li>• Design framework for culminating activity/assessment</li> <li>• Research case briefs, opinions, historical information and documents for mini-unit.</li> </ul>
Monday July 19 10:00-11:00 am	History of gender discrimination in workplace and overview of various strategies feminists have used to increase gender equality	Melissa Blair	“Women and Minorities,” chapter two of Serena Mayeri, <i>Reasoning from Race: Feminism, Law, and the Civil Rights Revolution</i> (Cambridge, MA: Harvard University Press, 2011)
Monday July 19 11:00 am -	Gender Discrimination Question for Deliberation: Does the Equal Protection Clause permit any	Joe Levin	<i>Frontiero v. Richardson</i> <i>Relf v. Weinberger</i> <i>Dothard v. Rawlinson</i> <i>Cooper-Harris v. United States</i>

12:00 pm CST	differential treatment on the basis of gender?  <i>Frontiero v. Richardson</i> (1973): Gender Discrimination and the Federal Government		
Monday July 19 1:00-2:30 pm CST	You Are the Justice Lesson: <i>Frontiero v Richardson</i> ; selective service report.	Jesús Tirado	Chapter 6 of <i>Alabama Justice</i>  Teachers become Supreme Court Justices and will debate whether or not women should be required to register for selective service based on gender equality cases.
Monday July 19 2:30-3:30 pm CST	Legacy of <i>Frontiero v Richardson</i> – Gender discrimination and equal protection	Joe Levin Melissa Blair	The Supreme Court Historical Society: <a href="http://supremecourthistory.org/lc_womens_rights.html">http://supremecourthistory.org/lc_womens_rights.html</a>
Monday July 19 6:00-7:00 pm CST	Evening with Sharron Frontiero Cohen	Captain Sharron Frontiero Cohen	Captain Frontiero Cohen will share her story of bringing the lawsuit against the U.S. Air Force and answer your questions. We hope you can join us!
Tuesday July 20 10:00 am - 11:00 am CST	Creating “Social Engineers:” Charles Hamilton Houston, Howard University, and the collaborative legal strategy for combatting Jim Crow.	Robert Poch	McNeil, Genna Rae. “The Transformation of Howard University Law School” and “‘Dean’ Houston’s School for Social Engineers,” Chapters VI and VII in <i>Groundwork: Charles Hamilton Houston and the Struggle for Civil Rights</i> . Philadelphia: University of Pennsylvania Press, 1983.  Houston, C. (1935). The Need for Negro Lawyers. <i>The Journal of Negro Education</i> , 4(1), 49-52.
Tuesday July 20 11:00 am –	Racial Gerrymandering Question for Deliberation:	Steve Brown	Taper, Bernard. <i>Gomillion versus Lightfoot: The Tuskegee Gerrymander Case</i> . New York: McGraw-Hill, 1962.  <i>Colgrove v. Green</i> (1946)

12:00 pm CST	Who should draw voting districts to ensure that every vote counts.  Review gerrymandering up to <i>Gomillion v Lightfoot</i> (1960)		<i>Gomillion v. Lightfoot</i> (1960)
Tuesday July 20 1:00-2:30	You Are the Justice Lesson: <i>Gomillion v Lightfoot</i> , gerrymandering simulations, and <i>Rucho v Common Cause</i> .	Nick Phillips	Chapter 5 and 7 of <i>Alabama Justice</i>  Teachers become Supreme Court Justices applying <i>Gomillion</i> , <i>Reynolds v Sims</i> , <i>Shaw v Reno</i> , and several other gerrymandering cases to the most recent Supreme Court case involving political gerrymandering. Teachers will critique the opinions of the court.
Tuesday July 20 2:30-3:30	Legacy of <i>Gomillion v Lightfoot</i> – applying its principles to modern political gerrymandering issues	Steve Brown Robert Poch	<i>Reynolds v. Sims</i> (1964) <i>Shaw v. Reno</i> (1993) <i>Rucho v Common Cause</i> (2019)
Wednesday July 21	<b>Optional on your own time</b> Virtual Field trip to Tuskegee, AL <ul style="list-style-type: none"> <li>Tuskegee University</li> <li>George Washington Carver Museum</li> <li>Booker T Washington Home</li> </ul>	Jada Kohlmeier Jesus Tirado Nick Phillips Steve Brown	Gray, Fred D. <i>Bus Ride to Justice: Changing the System by the System</i> . Montgomery, AL: New South Books, 2013.  <b>Tuskegee University</b> <a href="https://www.tuskegee.edu/about-us/history-and-mission">https://www.tuskegee.edu/about-us/history-and-mission</a> <a href="https://www.loc.gov/exhibits/odyssey/educate/bookert.html">https://www.loc.gov/exhibits/odyssey/educate/bookert.html</a>  <b>George Washington Carver Museum</b> <a href="https://www.nps.gov/tuin/index.htm">https://www.nps.gov/tuin/index.htm</a>  <b>Booker T. Washington Home</b> <a href="https://www.nps.gov/bowa/index.htm">https://www.nps.gov/bowa/index.htm</a>
Wednesday July 21 10:00 am –	Mini-unit Development by teams of teachers – Asynchronous and	Pedagogy and Content Consultants:	Individual or teams of teachers will: <ul style="list-style-type: none"> <li>Refine Central Question for unit</li> <li>Design culminating activity/assessment</li> </ul>

3:00 pm CST	synchronous sessions scheduled with consultants and participant groups	Kohlmeier Tirado Phillips Terrance Lewis Brown Tim Lewis Project scholars on call	<ul style="list-style-type: none"> <li>• Research content</li> <li>• Locate documents and Cases</li> <li>• Develop unit lessons</li> </ul> <p>Project teachers will be organized into topical groups to share their unit plans with participants in an intentional grouping in order to receive ideas and feedback.</p> <p>Kohlmeier, Tirado, Phillips, and Lewis will provide consultation on pedagogical strategies while Brown and project scholars provide consultation on content.</p> <p>Tim Lewis, Alabama State Law Librarian, will provide advice via web conference in locating cases related to the teachers’ mini-unit projects. Lewis will also assist teachers in interpreting, analyzing, and excerpting legal cases and opinions for readability for younger learners while maintaining key arguments from case or opinion.</p> <p>All project scholars will be available by phone or video conference with teachers each afternoon to answer questions or provide additional reference materials that will assist teachers in developing their mini-units.</p>
Wednesday, July 21, 3:00-4:00 CST	NEH Staff session with selected participants	PC Fleming and Joanna Capps	These participant should participate in a “check-in” with NEH staff to share your experiences with the institute: Givens, Hill, Shadid, Goorvich, Jabubczak, Landes, Powell, Eglebor, Hunter, Mastin, Tidwell.
Thursday, July 22, 9:00-10:00 am CST	NEH Staff session with selected participants	PC Fleming and Joanna Capps	These participants should participate in a “check-in” with NEH staff to share your experiences with the institute: Geist, Hutchisn, Linsley, hllips, Portell, Carta, Lewis, Smith, Bluford-Mann, Koperwhats, Sprinkle, dAnunciacao, Aronowitz, Dunn
Thursday July 22, 10:00 am –	Mini-unit Development by teams of teachers – Asynchronous and	Pedagogy and Content Consultants:	Individual or teams of teachers will: <ul style="list-style-type: none"> <li>• Develop instructional scaffolding for mini-unit lessons.</li> </ul>

3:00 pm CST	synchronous sessions scheduled with consultants and participant groups	Kohlmeier Tirado Phillips Terrance Lewis Brown Tim Lewis Project scholars on call	<ul style="list-style-type: none"> <li>• Develop formative and summative assessments for mini-unit lessons and culminating activity (unit assessment)</li> <li>• Create models and rubrics for culminating activity (unit assessment)</li> <li>• Finalize excerpting and annotating legal and historical documents</li> <li>• Write lesson narratives for mini-unit plans</li> <li>• Begin uploading mini-units to project web site</li> </ul> <p>Kohlmeier, Tirado, Phillips, and Lewis will provide consultation on pedagogical strategies while Brown and project scholars provide consultation on content.</p> <p>Tim Lewis, Alabama State Law Librarian, will provide advice via web conference in locating cases related to the teachers' mini-unit projects. Lewis will also assist teachers in interpreting, analyzing, and excerpting legal cases and opinions for readability for younger learners while maintaining key arguments from case or opinion.</p> <p>All project scholars will be available by phone or video conference with teachers each afternoon to answer questions or provide additional reference materials that will assist teachers in developing their mini-units.</p>
Friday July 23 10:00 am – 12:00 pm	Mini-unit showcase or finalize lesson plans	Pedagogy and Content Consultants: Kohlmeier Tirado Phillips Lewis Brown	Teachers will either finalize lesson design or share mini-units with other groups and receive feedback for last minute adjustments. This will be facilitated by Kohlmeier, Tirado, Phillips, Lewis, and Brown.

Friday July 23 1:00- 3:30 pm	Final Discussion: Civil Rights today – how far have we come? What is still needed? Participant Final Project Survey	Brown Carter Blair	Scholars Brown, Carter, and Blair provide constitutional and historical analysis connecting the landmark Supreme Court cases to current racial and gender rights controversies facing the court and public opinion today. Kohlmeier and Tirado facilitate conversation amongst participants and scholars.
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